Thermalito Union Elementary School District

2024 Long Range Facility Master Plan

Thermalito
Union Elementary
School District

PBK

Attitude Is A Little Thing That Makes A Difference

Thermalito Union Elementary School District

2023 Long Range Facility Master Plan
May 2023

Prepared for

Thermalito Union Elementary School District

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> An investment in knowledge pays the best interest.
>
> — Benjamin Franklin

October 2019

In May 2019, Thermalito Union Elementary School District (TUESD) authorized PBK Architects, Inc. (PBK) to develop a District-wide Long Range Facility Master Plan (LRFMP) in order to evaluate and document the general conditions of existing District-owned facility assets and to provide planning recommendations. This LRFMP provides TUESD administrators and staff with the knowledge and information needed to make well-informed decisions with regard to facility needs — both near and long-term. This document is intended to be a living "roadmap" for the future of TUESD schools, easily updated as circumstances change and evolve. In 2023, TUESD ask PBK to update the Master Plan to reflect work carried out to date.

PBK extends particular thanks to the following participants for making this happen:

Thermalito Union Elementary School District

- Thermalito Union Elementary School District Board of Trustees
- Superintendent – Gregory Blake
- Assistant Superintendent – Cody Walker
- Director of Maintenance, Operations, and Transportation – Andrew Koster

Here is to the future success of Thermalito Union Elementary School District.

Max Medina
Principal-In-Charge
PBK Architects, Inc.

Anthony Harris
Principal
PBK Architects, Inc.

Contents

01
Executive Summary

01
Executive Summary

01 Executive Summary

Acknowledgments

The success of any project is dependent on the individuals participating and their commitment and support. In the development of a Long Range Facilities Master Plan (LRFMP), it was particularly important to have not only widespread involvement from the Thermalito Unified Elementary School District (TUESD) community, but leadership from key members of the District. PBK wishes to thank TUESD's Board members, administrative staff, teachers, site administrations, and parents who participated by giving many hours to the process because of their devotion and dedication to the District. We would like to thank and acknowledge those noted below for their outstanding contributions.

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Board of Education Vice President

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Board of Education Clerk

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Board of Education Member

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Introduction

The LRFMP for TUESD is a multi-faceted approach to the development of a building and maintenance plan that meets the changing needs of the District. By assessing the current conditions and anticipated future needs of the facilities, the LRFMP provides a long-term facilities strategy to support the mission of the changing needs and goals of a growing District and its students, staff, and community.

The specific purposes and goals of the TUESD LRFMP are as follows:

- To assess the current conditions of buildings and grounds at all District sites and determine the needs of repair, reconditioning, or replacement of facilities to ensure the safety and security of their occupants
- To assess the adequacy of the physical state of facilities as they relate to the educational functionality of each site
- To assess the usage and equitability of facilities for each site and their grounds
- To identify growth of District sites related to projected enrollment increases
- To determine the cost of physical facility and educational functionality improvements
- To prioritize the needs based on the critical nature and urgency of improvements
- Seek community engagement and input through outreach to the sites and District through in-person and online efforts
- To create a living document detailing future project developments that is easily updated, altered, and interpreted for continued use by the succeeding generation of District governance

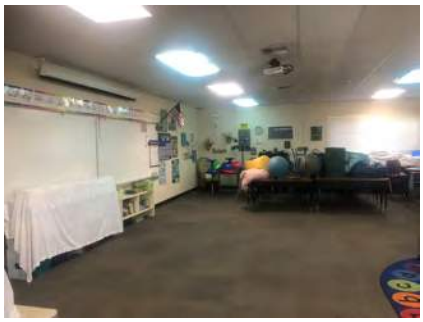
The LRFMP shall lay the foundation for TUESD in making responsible fiscal choices in implementing new projects and maintenance of their existing schools. Through the use of the District's 2018 General Obligation Bond and available funding from the State of California, the LRFMP shall prioritize those projects that can maximize funding opportunities.

To date, the following work has been completed. (updated March 2024)

Project	DSA Number
1. Sierra Avenue Elementary School, Relocatables	02-118449
2. Poplar Avenue Elementary School, Modernization	02-118863
3. Poplar Avenue Elementary, Parking Lot	02-118469
4. Plumas Avenue Elementary School, Cooler Freezer	02-118448
5. TLC Pre-School	02-118556
6. Bus Terminal Remodel	n/a
7. HVAC Replacement to Nelson, Sierra & Plumas by District	n/a
8. New Maintenance Building	n/a

Long Range Facilities Master Plan Process Overview

A thorough and accurate facility assessment relies on both an organized structure and a detailed process in which the quality and reliability of data are priorities. This approach to the LRFMP for TUESD allowed the team to systematically acquire precise information from the appropriate source, enabling us to produce reports that will be valuable to the District. The process is outlined in the following steps.



Internal Kick-Off Workshop

In 2019

The process began with a discussion between the PBK team and TUESD to review expectations and set a schedule for key event including:

- Develop assessment criteria
- Field assessment orientation
- Inspection of all properties
- Database development requirements
- Final assessment report content

District Input

To understand the characteristics of each property beyond what is recorded in existing archive materials, the PBK team sought input from TUESD to capture their input, perspective, and historical knowledge. Feedback from the LRFMP Advisory Committee, sites, and community on concerns at each school was crucial in the process. Input on when work was completed on each site and historical knowledge was vital to establishing urgency prioritization of projects.

Develop Assessment Criteria

The criteria were developed to create a consistent informational database of needed repairs and replacements based on building areas and components. An accounting spreadsheet to identify costs for repairs and priority timeline was created for use at each site. The priority was developed based on what year in the future that work needed to be accomplished.

Field Physical Facility Assessments

All sites were assessed based on seven major areas: civil, building envelope, architecture, mechanical, electrical, technology, and life safety and security. Additionally, PBK developed categories for new portables/classrooms and new shade/outdoor structures. Sites were photographed to record existing conditions and District staff accompanied the PBK team in the review of each site. This also allowed the team to accurately depict conditions on site plans used in the final LRFMP development.

Step 1: Research and Discovery

This phase included research of District archives and records to gather background information to assist in overall knowledge of the District and schools, including demographics, site and building plans, and recent projects. The research provided the foundation to develop the assessment process, as well as the overall organization of the process tasks and schedule of particular importance in this initial phase was starting to engage the Master Plan Advisory Committee.

Step 2: Facility Condition and Needs Assessment

A team of trained field assessors visited every site within the District with District staff to review, photograph, and note physical condition deficiencies. Those observations were translated into a report noting urgency and costs. Initially, the team visited all school sites to study and analyze educational adequacy, functionality, and 21st century learning opportunities for future projects.

Step 3: Community Outreach

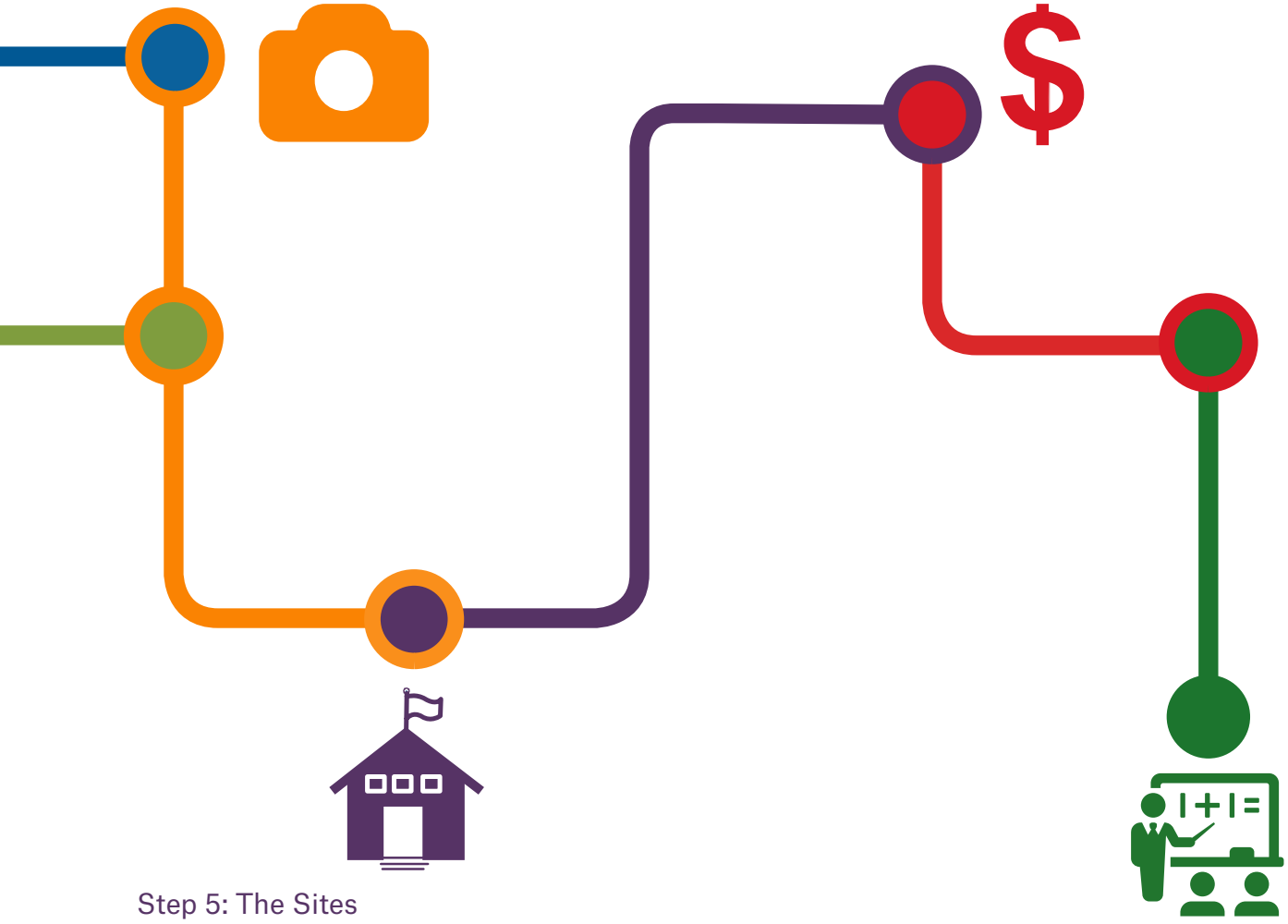
PBK met with the District's Master Plan Advisory Committee to kick-off the process. A community meeting and a community web-based survey gathered input on specific facility needs at each site, as well as setting priorities. This information, along with site walks with staff and principals, provided the initial information to develop the LRFMP. A Board Workshop refined findings, set final priorities, and provided direction to complete the LRFMP.

Step 4: Master Planning

Drawing upon input from the school board, staff, community, physical assessments, and educational adequacy site walks, a comprehensive LRFMP document was produced for each school site. The LRFMP identifies the proposed repair and renovation projects, as well as new building and site enhancement projects. Using a color-coded identification system for three categories of projects, the master plan was developed for each school site.

Step 6: Implementation

Costs were developed for all projects resulting from the assessments as well as new components. Funding was analyzed and measured against costs.



Step 5: The Sites

Step 5 draws upon all the work done in Steps 1 through 4 to develop a comprehensive planning document for each school site. Prioritization of projects, based on available funding, final project costing of all categories, and funding opportunities are presented.

Step 7: Educational Specifications

Specification of school spaces from function to furniture were developed to establish the facility standards required to deliver education.

Figure 1-1
Long Range Facility Master Plan Process Roadmap

Guiding Principles for Design

The guiding principles for design are an integral part of a LRFMP. They identify current and future needs, prioritize those needs, and provide direction to how projects progress. Guiding principles will also be used to provide clarity in decision making when conflicts in personal desires over project goals arise. The following guiding principles were developed for TUESD and are presented by order of priority.

1. Safety and Security

Safety and Security needs are of primary importance District-wide. Ensuring the safety of students, staff, and the community while using District facilities is of upmost concern. Addressing how people safely enter, exit, and navigate throughout a facility should always be at the forefront of design decisions.

2. Student Learning

The outcomes of student learning are precisely what guides the functions of schools. Learning needs will be addressed through design decisions relating to collaboration, positive and supportive learning environments, flexibility and adaptability of student spaces, and the incorporation of the natural environment and current technology to facilitate learning.

3. Long-Term Planning

While addressing current needs may take priority, looking toward the future can greatly impact design decisions. Providing recommendations based on both current needs and future growth opportunities will provide the best long-term value. Long-term planning places a high emphasis on infrastructure needs, including updating and replacing antiquated or inadequate facilities and creating equitable facilities to foster better use, all while improving the overall aesthetics of school buildings and grounds.

4. Fiscal Responsibility

While the needs and wants of the District, students, staff, and community all play a part in the design of a LRFMP, the simple truth is that all facility projects are limited by budgetary constraints. To help create the greatest ability to provide necessary improvements, an understanding of the District's current budget, as well as the potential to maximize state funding, will aid in the creation of a financial plan that will maximize results.

5. Community

Schools have long been a staple for any community and can greatly attribute to the community's culture and desirability. Because of this, an emphasis must be placed on how a school integrates with and is used within a community, while being both a community haven and a good neighbor.

Findings and Recommendations Summary

Summary of Assessment Findings

Based on the results of community feedback, District leadership input, and PBK master planning team site assessments, a list of facility needs was identified. These needs formed the basis for the TUESD LRFMP. Major concerns included:

- **Portable Classrooms —** portable classroom needs identified included age, condition, and number of portable classrooms and need to repair or replace
- **Safety and Security —** safety and security needs identified included fencing, access, and site safety
- **Future Growth —** future growth needs identified included use of facilities and infrastructure needs, such as building additions and renovations
- **Student Learning —** student learning needs identified included use of outdoor spaces and technology
- **Fiscal Responsibility —** fiscal responsibility needs identified included equitability of facilities and fiscal conservation

Summary of What is Being Proposed in Master Plans

PBK has established a LRFMP to address the use of District facilities to better accommodate current and future conditions. As a result of facility and prioritization of needs assessments, and with guidance and direction provided by District leadership, site proposals were developed to address the items below.

- In an effort to be more cost effective with regards to facility use, especially as it pertains to future growth, TLC Preschool has been recommended to be moved from Poplar Avenue Elementary School to the current Heritage and Pioneer Community Day Schools campus. Because of the benefits identified that this relocation will yield for both TLC Preschool and Poplar Avenue Elementary, it is also proposed that Heritage and Pioneer Community Day Schools will also be relocated to another location, however undetermined at this time.
- Poplar Avenue Elementary School has been identified as the primary location to receive renovations and modernizations and to allow for future expansion.
- Priority 1 projects shall work within available immediate funding to relocate TLC Preschool and upgrade Poplar Elementary.
- Enrollment projections show both 10- and 20-year growth increases at Poplar, Nelson, and Plumas schools. Expansion at these sites is noted on master plans. Boundary or grade change may also need to be considered.
- The LRFMP also outlines future renovations and modernizations for all District facilities based on the prioritization of needs, and of current and potential financial resources.

NOTE: A number of priority 1-3 items have been addressed. These have been used under the table of priorities list.

Prioritization Summary

- **Priority 1 (Top Priority) —** Projects that will have the highest immediate impact using available funds.
- **Priority 2 (High Priority) —** Required maintenance and repair projects to ensure safety of occupants and protection of assets. These need to be completed as soon as funds are available.
- **Priority 3 (Medium Priority) —** Comprehensive building/classroom modernizations to enhance learning environments.
- **Priority 4 (Low Priority) —** Growth driven projects, including new classrooms and buildings based on projected long-term enrollment growth in the District.

NOTE: A number of the priority 1 list have been addressed.

Figure 1-2
Priority Category Levels

Cost Summary Overview

Developing the cost of the components identified by the LRFMP is critical to the implementation of projects. Based on items noted during facility condition assessments, community outreach, and by District/Board direction, each item was input into SmartSheets for individual costing. Priorities were established in discussions with the District and Board. Cost summaries by site, priorities, and the established categories noted below are presented in the LRFMP.

- Civil
- Building Envelope
- Architecture
- Electrical
- Plumbing
- Technology
- Life Safety & Security
- Athletics/Activities
- Food Service
- New Portables/Classrooms
- New Restrooms
- New Shade/Outdoor Structures

Costs that are included in each line item:

- Labor
- Materials
- General Contractor's Overhead and Profit
- Insurance and Bonds
- Soft Costs (including architectural/engineering fees, DSA fees, testing, inspector fees, legal feels, reimbursables, furniture, and equipment)
- Contingency
- Escalation

The resources used to determine the cost and prices are noted below. Project costing is subject to fluctuations depending on current economic trends and economy.

Resource Information

1. PBK Database
2. Reference Book:
   Current Construction Remodeling/Repair Costs, 2019
   55th Annual Edition, Sierra West Publishing. ISBM 979-1-937984-32-8

Table 1-1

Revised Summary Overview Per School Site

Campus and Category	Priority 1 *1-3 years*	Priority 2 *4-7 years*	Priority 3 *8-15 years*	Priority 4 *16+ years*	Total Cost
Nelson Avenue Middle School		**$3,783,860**	**$6,683,420**	**$4,418,150**	**$14,885,430**
Actual Completed Cost - No Work Done	$0				$0
Civil	--	$605,694	$0	$0	$605,694
Building Envelope	--	$2,778,635	$1,223,559	$2,900	$4,005,094
Architecture	--	$6,490	$1,784,006	$0	$1,790,496
Electrical	--	--	$1,979,171	$54,375	$2,033,546
Plumbing	--	$369	--	--	$369
Technology	--	$238,738	--	--	$238,738
Life Safety & Security	--	$139,103	$199,879	--	$338,982
Athletics/Activities	--	--	$1,218,289	--	$1,218,289
Food Service	--	$14,832	$33,829	--	$48,661
New Portables/Classrooms	--	--	--	$3,654,000	$3,654,000
New Restrooms	--	--	--	$163,125	$163,125
New Shade/Outdoor Structure	--	--	$244,688	$543,750	$788,438
Sierra Avenue Elementary School	**$281,077**	**$2,252,525**	**$2,934,218**	**$1,202,231**	**$6,670,052**
Actual Completed Cost- Relocatables	$130,407.02				$130,407.02
Civil	$222,560	--	$103,359	$45,313	$371,232
Building Envelope	--	$1,352,723	$111,628	$58,544	$1,522,894
Architecture	--	$12,538	$899,431	--	$911,968
Mechanical	--	$11,800	--	--	$11,800
Electrical	--	$742,884	$455,709	$10,875	$1,209,468
Plumbing	--	$8,260	--	--	$8,260
Technology	--	$0	$414,281	--	$414,281
Life Safety & Security	$57,755	$124,322	$949,809	--	$1,131,886
Food Service	$762	--	--	--	$762
New Portables/Classrooms	--	--	--	$1,087,500	$1,087,500
Poplar Avenue Elementary School	**$3,457,529.00**	**$1,801,125**	**$1,642,041**	**$1,199,770**	**$8,100,465**
Actual Completed Cost- Parking Lot	$1,156,989.62				$1,156,989.62
Actual Completed Cost- Modernazation	$3,462,063.28				$3,462,063.28
Civil	$540,753	$208,459	$502,875	--	$1,252,087
Building Envelope	$1,213,380	$298,540	$25,313	--	$1,537,233
Architecture	$841,956	$49,935	$361,500	$403,040	$1,656,431
Mechanical	--	--	$10,125	$3,263	$13,388
Electrical	$67,698	$609,975	$368,508	$218,882	$1,265,063
Technology	--	$149,067	--	$29,974	$179,041
Life Safety & Security	$167,792	$485,149	$64,909	$196,611	$914,461
New Portables/Classrooms	$385,200	--	--	$348,000	$733,200
New Restrooms	$240,750	--	--	--	$240,750
New Shade/Outdoor Structure	--	--	$308,813	--	$308,813

Campus and Category	Priority 1 *1-3 years*	Priority 2 *4-7 years*	Priority 3 *8-15 years*	Priority 4 *16+ years*	Total Cost
Pluma Avenuw Elementry School	**$133,750.00**	**$1,321,276**	**$353,131**	**$1,565,877**	**$3,374,003**
Actual Completed Cost- Cooler/ Freezer	$62,020.71				$62,020.71
Civil		--	$30,510	$31,958	$95,906
Building Envelope	--	$578,259	--	$350,900	$929,159
Architecture	--	$123,111	$75,554	--	$198,665
Mechanical		--	--	--	$100,313
Electrical	--	$423,583	$247,067	--	$670,650
Technology	--	$196,323	--	--	$196,323
Life Safety & Security	--	--	--	$3,081	$3,081
New Portables/Classrooms	--	--	--	$1,044,000	$1,044,000
New Shade/Outdoor Structure	--	--	--	$135,938	$135,938
TLC AND CDS	**$2,767,003.00**	**$182,747**	**$251,838**	**$994,247**	**$4,195,836**
Actual Completed Cost- TLC Pre-School	$3,046,288.01				$3,046,288.01
Civil	$187,250	$83,780	$4,050	$2,900	$277,980
Building Envelope	--	--	$172,631	$48,847	$221,478
Architecture	$649,977	$80,004	--	--	$729,981
Electrical	--	$18,520	$75,157	--	$93,678
Life Safety & Security	$67,307	$443	--	--	$67,750
New Portables/Classrooms	$1,694,880	--	--	$942,500	$2,637,380
New Restrooms	$133,750	--	--	--	$133,750
New Shade/Outdoor Structure	$33,839	--	--	--	$33,839

Campus and Category	Priority 1 *1-3 years*	Priority 2 *4-7 years*	Priority 3 *8-15 years*	Priority 4 *16+ years*	Total Cost
Bus Shade Structure & RV Station					
Actual Completed Cost	$92,400.00				$92,400.00
Maintance Building					
Actual Completed Cost	$2,341,546.18				$2,341,546.18
HVAC Replacement - District to Confrim					
Actual Completed Cost	$602,543.00				$602,543.00
GRAND TOTAL	**$10,097,757**	**$9,341,534**	**$11,864,649**	**$9,380,275**	**$37,225,816**
Actual Completed Cost Total	**$10,894,258**				**$10,894,258**

Note: The figures below are included in the grand total of $10,097,757.
These projects where added to the scope of works and form part of Priority 1.
Actual completed cost total is: $10,894,258
UPDATE: COMPLETED WORKS
- **DSA Project:** Sierra Avenue ES: Relocatables ($130,407.02)
- **DSA Project:** Poplar Avenue ES: Parking Lot ($1,156,989.62)
- **DSA Project:** Poplar Avenue ES: Modernization ($3,462,063.28)
- **DSA Project:** Plumas Aveneu ES: Freezer/ Cooler ($62,020.71)
- **DSA Project:** Heritage/Pioneer CDS: TLC Preschool Relocation: ($3,046,288.01)
- **City Project**: Bus Terminal, partial PG&E finance, new shade struction & Station next Sierra Ave ES ($92,400.00)
- **City Project:** Maintenance Building and Offices ($2,341,546.18)
- **Maintenance Project:** HVAC Replacements at Nelson, Sierra, Plumas ($602,543.00)

02
General Information

02
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Regional Information of Thermalito UESD

Butte county comprises about 88,216 square miles of land and water area in Northern California and encompasses five incorporated cities or towns, in which most residents reside. These include Chico — home to California State University Chico — Gridley, Biggs, Paradise, and the county seat of Oroville. The US Census estimates a total county population as of July 1, 2018 of 231,256 in about 86,167 households.

Thermalito Union Elementary School Mission Statement

"In a safe and respectful environment, we inspire, educate, and challenge our students, empowering them to succeed in an ever-changing world."

The county has been reshaped a few times throughout its history, beginning as the home of the Maidu tribe, expanding during the Gold Rush as a mining area, and settling into the major agricultural region in California that it is today, generating about $700 million each year. Currently, besides being an agricultural powerhouse, the county supports several industries including healthcare, education, retail, mining, oil and gas, finance, hunting and fishing, and the arts.

Butte County

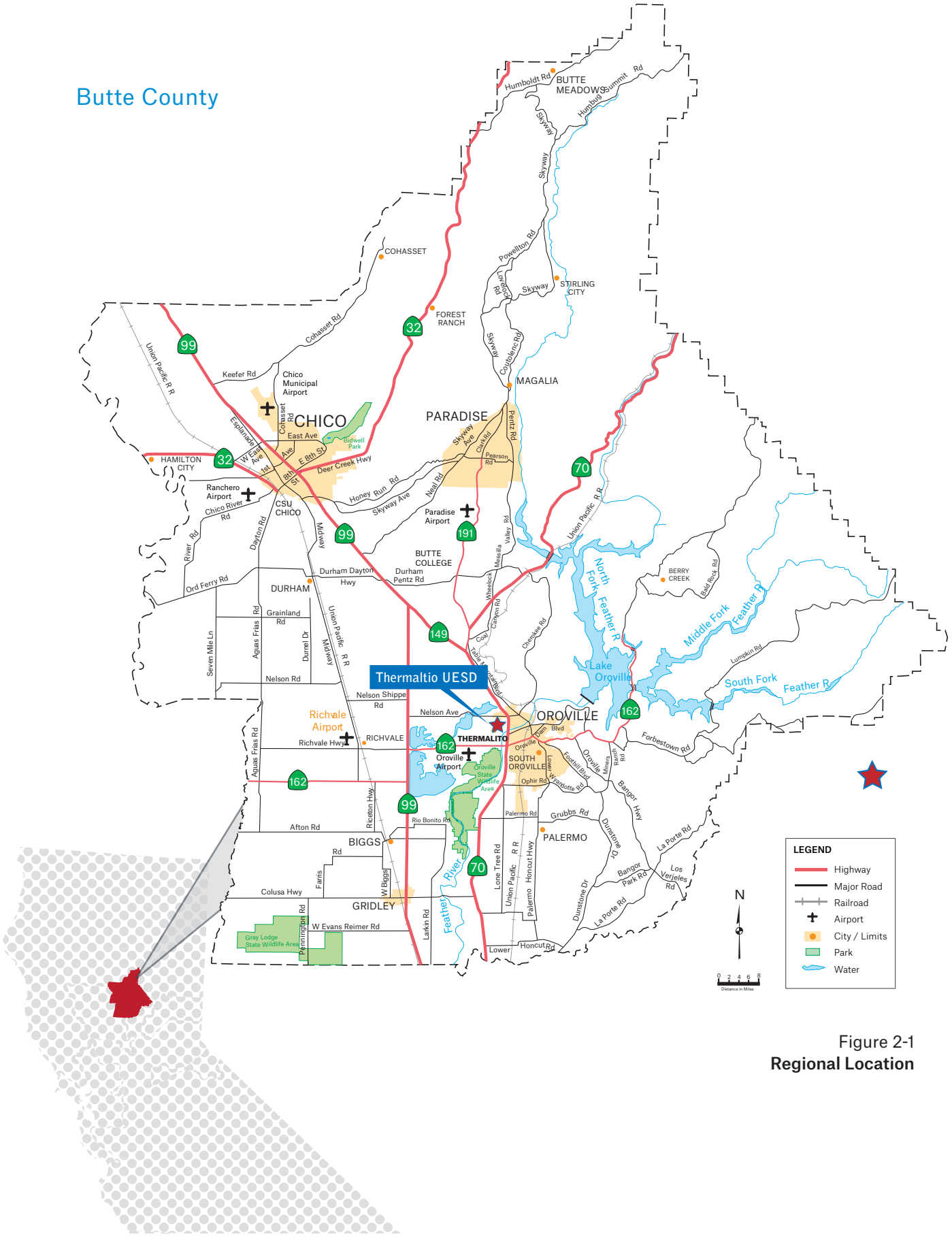
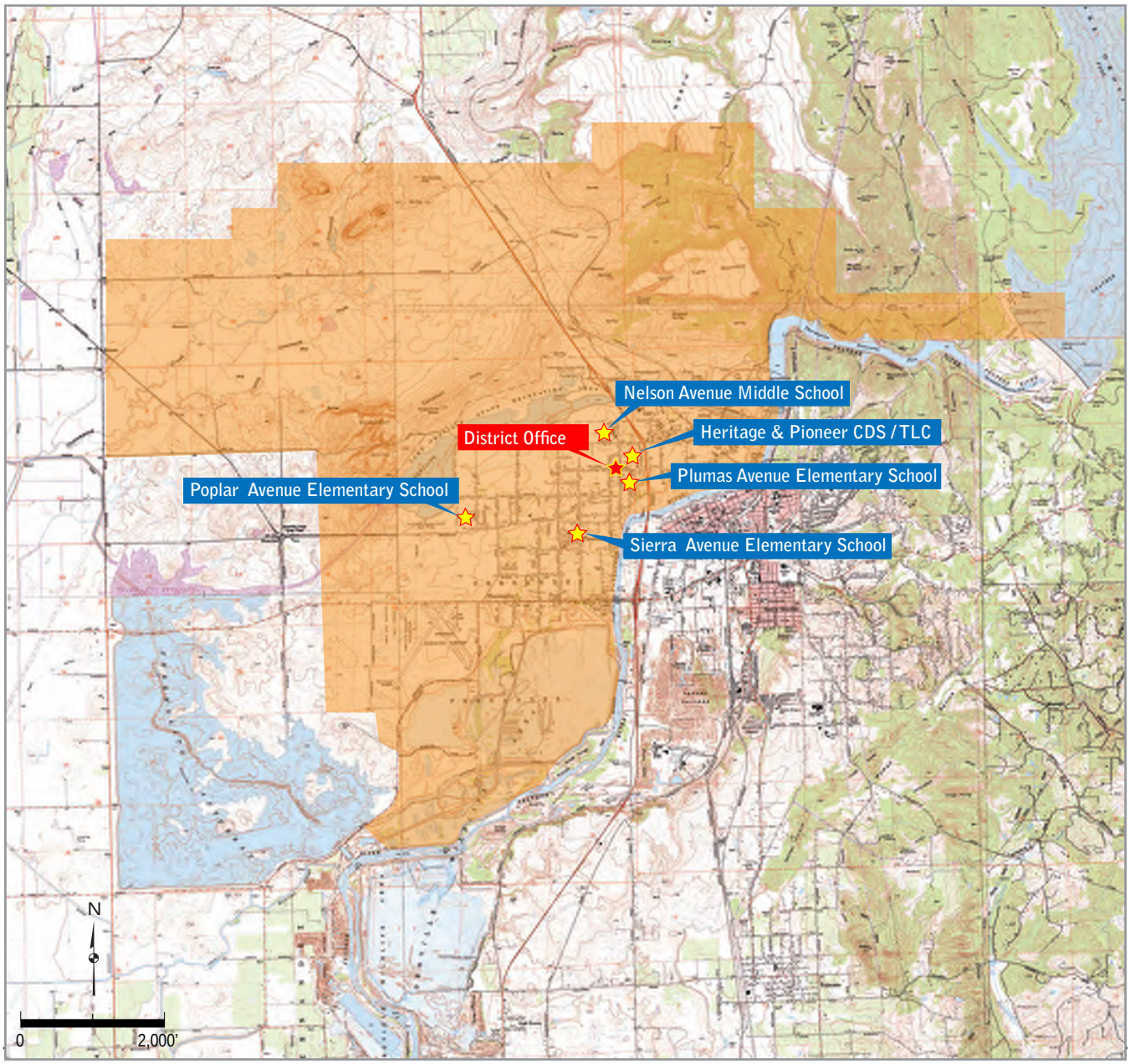


Figure 2-1
Regional Location

District Boundary



Source: USGS, 7-Minute Quadrangle

Figure 2-2
District Boundary

District History

The name Thermalito means "little thermal" and references the area's good citrus-growing climate. The area was known for beginning its growing of citrus fruits, mainly oranges, in 1886. The area's climate has also been beneficial to the olive groves grown around Thermalito. It was with this regional fruit production that the city of Thermalito began, as did the history of its schools.

The 19th Century

As of 1851, there were no schools in Butte County with only about 120 children throughout. The first school district in the county, Wyandotte School District, was formed in 1853 and was located in Ophir. The District's first school opened soon after in Bidwell Township with 45 students. A couple years later, in 1855, Thermalito's first school, Eureka, opened in the village of New Philadelphia, now known as Thompson's Flat, with 9 children.

By 1889, Thermalito's schoolhouse was beginning to show its age. It was decided that a new school was needed and a vote was held to raise tax money to fund one. The measure was passed by Thermalito voters, and a new schoolhouse was built on Grand Avenue and Sixth Street. Since the new location of the Grand Avenue School was in a more centralized location within Thermalito Colony, the Eureka School District was renamed to Thermalito School District.

The 20th Century

In 1908, during the height of the growing village of Dredgerville's population, voters elected to combine Dredgerville's single school and district with that of Thermalito, resulting in the creation of a union school district. This District survived for three years with only two schools before construction began on the mission-style Sierra Avenue School in 1910. By 1917, however, dredging operations in the Dredgerville area began to decline, miners were laid off, and the local population was being replaced by outsiders, resulting in the area becoming more Thermalito influenced.

In mid-January 1911, the Dredgerville school caught on fire while children were present. Luckily, local machinists saw the fire and warned those inside and no injuries were reported. Given the extent of damage at Dredgerville, it was decided that it would not reopen and students would attend the new Sierra Avenue School instead, which opened at the end of January 1911.

"Early Thermalito School Illustrated" ca. 1889. Permission for reproduction received from California State University, Chico, Meriam Library Special Collections.

Growth of the District continued, mostly spurred by the post-WWII baby boom, and in 1951, the Morris Ravine School— with its then 95-year old schoolhouse — merged with Thermalito Union School District. The 1950s was a decade of expansion for the District with Sierra Avenue School adding new classrooms, an office, and cafetorium by 1954. In 1956, Nelson Avenue School was opened to serve children through the sixth grade and received transfers from Sierra Avenue School, which subsequently closed that same year and was demolished around 1960.

Another boom of growth in Thermalito occurred around 1957 when the California Water Project was enacted. This created an influx of workers to the area as they were to build Oroville Dam and Lake Oroville, and re-route the Western Pacific Railroad tracks and State Highway 70, among other projects. This resulted in the need to expand the District's student capacity, and by 1965, additions were complete at Nelson Avenue and it expanded into a K-8 school. This trend continued and the school is now the District's only middle school, serving children in grades 6-8.

"Front View of the Old Thermalito Elementary School" ca. 1900. Permission for reproduction received from California State University, Chico, Meriam Library Special Collections.

Thermalito Union Elementary School District Today

Currently, Thermalito Union Elementary School District (TUESD), as the sixth largest district by student enrollment in rural Butte County (out of 15 districts), serves approximately 1,700 preschool through eighth-grade students on one of the District's six campuses. Campuses include:

- **Nelson Avenue Middle School** (sixth through eighth)
- **Sierra Avenue Elementary School** (transitional kindergarten through fifth)
- **Plumas Avenue Elementary School** (transitional kindergarten through fifth)
- **Poplar Avenue Elementary School** (transitional kindergarten through fifth)
- **TLC Preschool** (at Poplar Avenue Elementary) — ages three and four
- **Heritage Community Day School** (sixth through eighth)
- **Pioneer Community Day School** (first through fifth)

The District serves a lower socio-economic populace with nearly 90 percent of students receiving free or reduced lunches, while about three percent of students are identified as being homeless or in foster care. There are also about nine percent of enrolled students with Individual Education Plans (IEPs). The District is currently undertaking measures to improve the learning experiences and quality of performance for all students, with a special emphasis being placed on English learners, socioeconomically disadvantaged students, and students with disabilities.

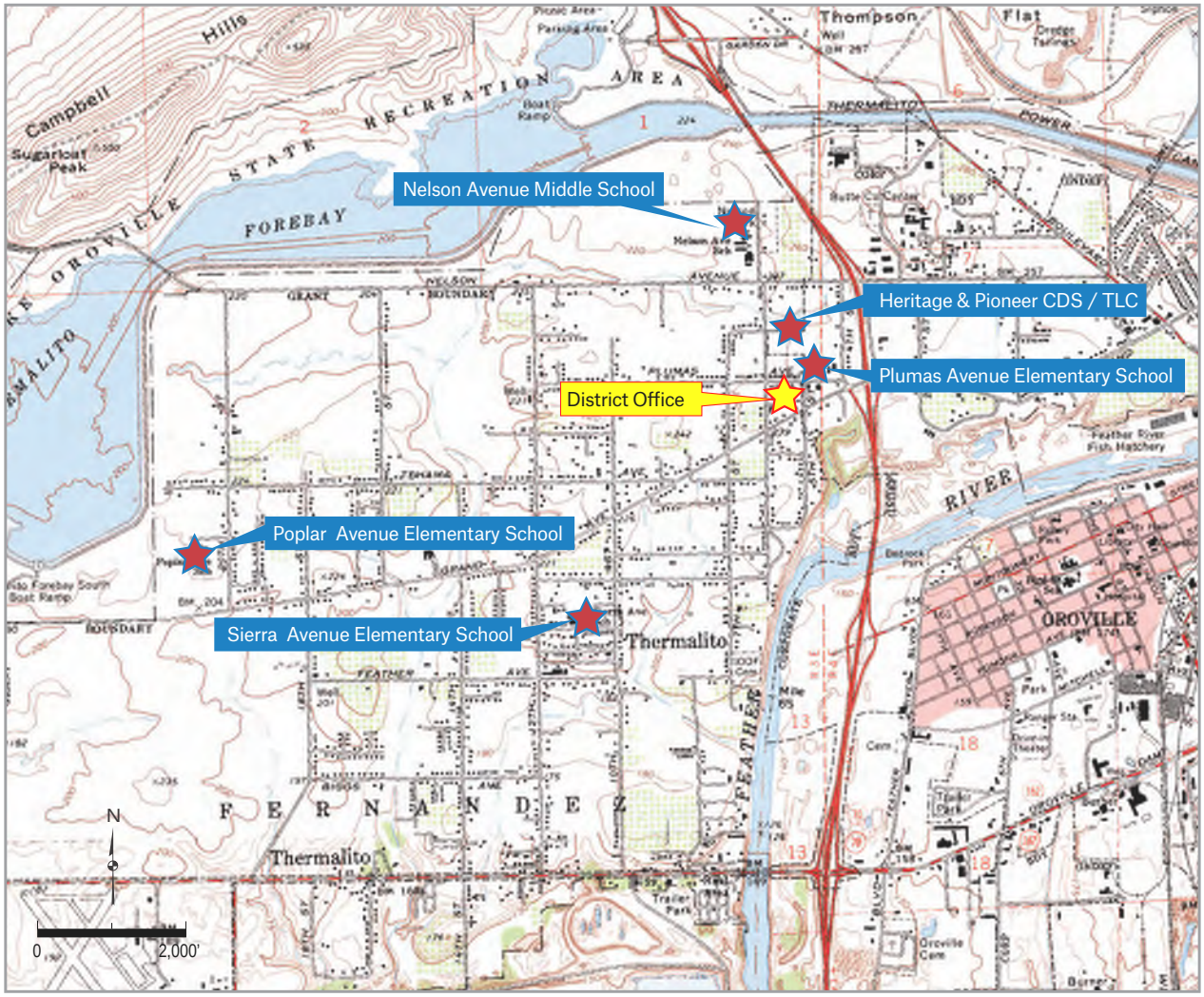
District Mission, Vision, and Goals

Mission Statement

"In a safe and respectful environment, we inspire, educate, and challenge our students, empowering them to succeed in an ever-changing world."

Vision Statement

"We provide a secure, well-maintained and nurturing environment for all. Students are engaged through interactive learning emphasizing and integrating communication, creativity, collaboration, critical thinking and curiosity, to confidently meet the diverse challenges of tomorrow."



Source: USGS, 7-Minute Quadrangle

Figure 2-3
School Site Locations

Goals

To help the District better meet the needs of its students and community, several District goals have been identified as part of a strategic plan. These include:

1. Students will meet proficiency levels in State Standards content areas.
2. Students will **meet grade level proficiency in literacy** through reading and writing.
3. A **safe and positive culture and climate** will be facilitated throughout the District.
4. In addition to the strategic goals, the District has identified specific goals to **meet the needs, and close the achievement gap, of less-advantaged students,** including:
    - The continuance of the District-wide implementation of grade level collaboration days and teacher release times. This will allow for teachers to review and revise guides and assessments related to math and ELA, and identify beneficial instructional updates and students who may be in need of additional intervention.
    - The continuance of the use of outside consultants to facilitate grade level collaboration days.
5. Providing an **iReady Data/Assessment system with online State Standards** that are aligned with grade level assessments, instruction, and interventions.
6. Purchasing and **providing devices and computer technology to para-educators** to aid in the advancement of proficiency with technology for both students and staff.
7. Maintaining a **school site student-teacher ratio of 24:1** in TK-3 classrooms to allow for greater facilitation of early literacy support.
8. Providing supplies and materials for the **integration of STEM and the arts, including industrial, visual, and performing arts.** Also, the District is determined to provide health and nursing staff, as well as supplies and materials for physical education, to assist in the overall health and wellness of all students.
9. **Broadening student knowledge with field trips**, assemblies, and guest speakers.
10. Providing **alternative learning experience opportunities** through community day school and independent study.
11. Providing **academic instructional support, materials, educators, and intervention** through before/after/in-school and summer school programs. Programs will include the implementation of reading intervention teachers to help students struggling with reading, thereby supporting the District's goals toward increased early literacy.
12. Increase **transportation options and availability for students** to and from school to improve attendance.

The District is committed to growing and maintaining positive community relations and seeks to:

1. **Provide counselors** to help meet the socio-economic needs of students.
2. Provide a **resource room for families, furnished with computers and books** at Nelson Avenue Middle School.
3. Provide a **parent outreach coordinator** to help support families.

District Profile

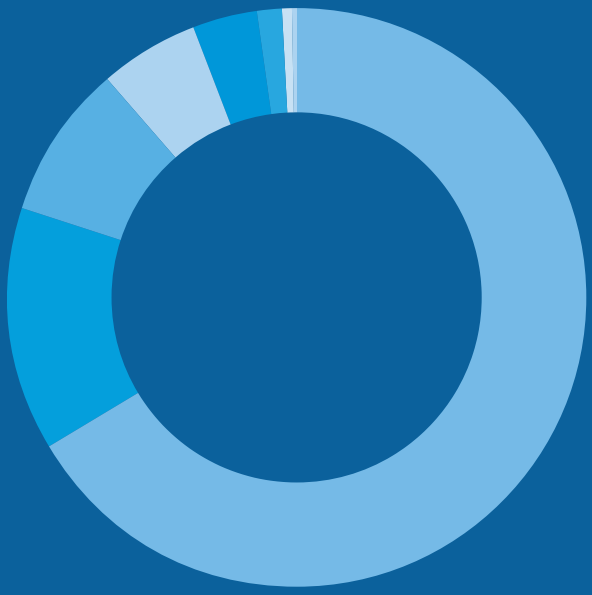
Pre-K through 8th

1,700
Total Enrollment

6TH LARGEST DISTRICT IN BUTTE COUNTY

7,403
Population of Thermalito

3 Elementary Schools	**1** Middle School
2 Alternative Schools	**1** Preschool



28%	Asian
2%	African American
.6%	Filipino
14%	Hispanic/ Latino
4%	Native American
.5%	Pacific Islander
43%	White
8%	2 or More
.8%	Not Reported

$45,723

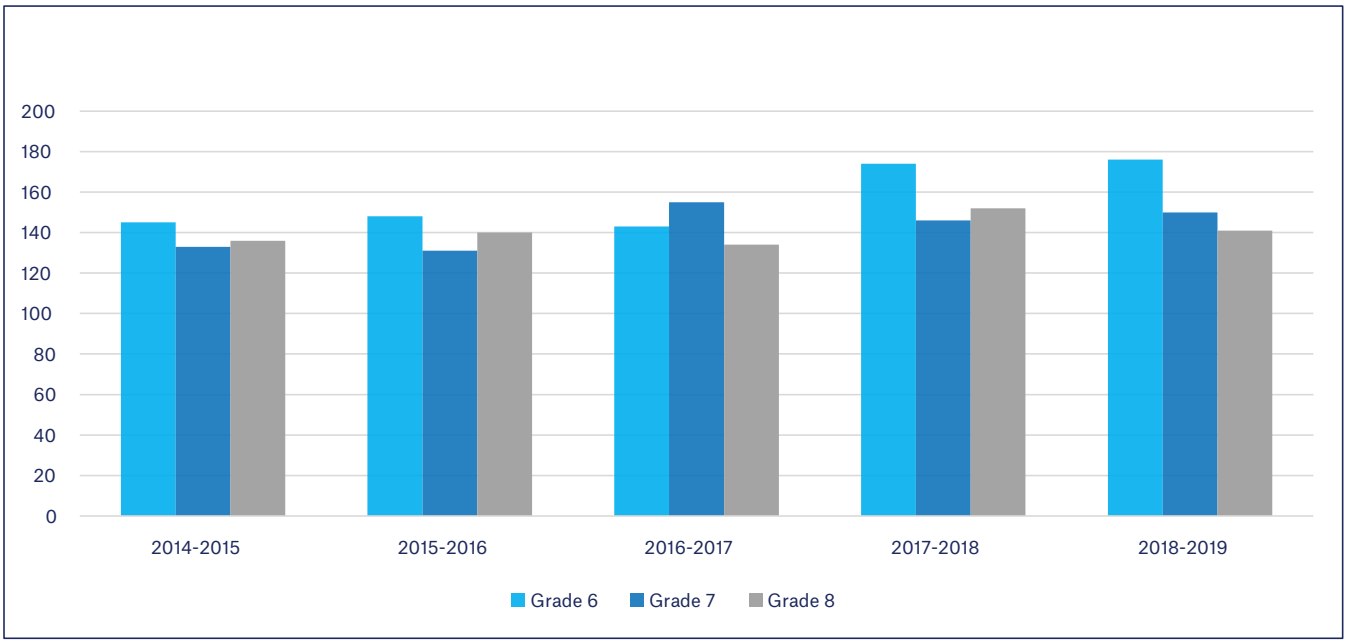
Median Household Income

Community of the School District

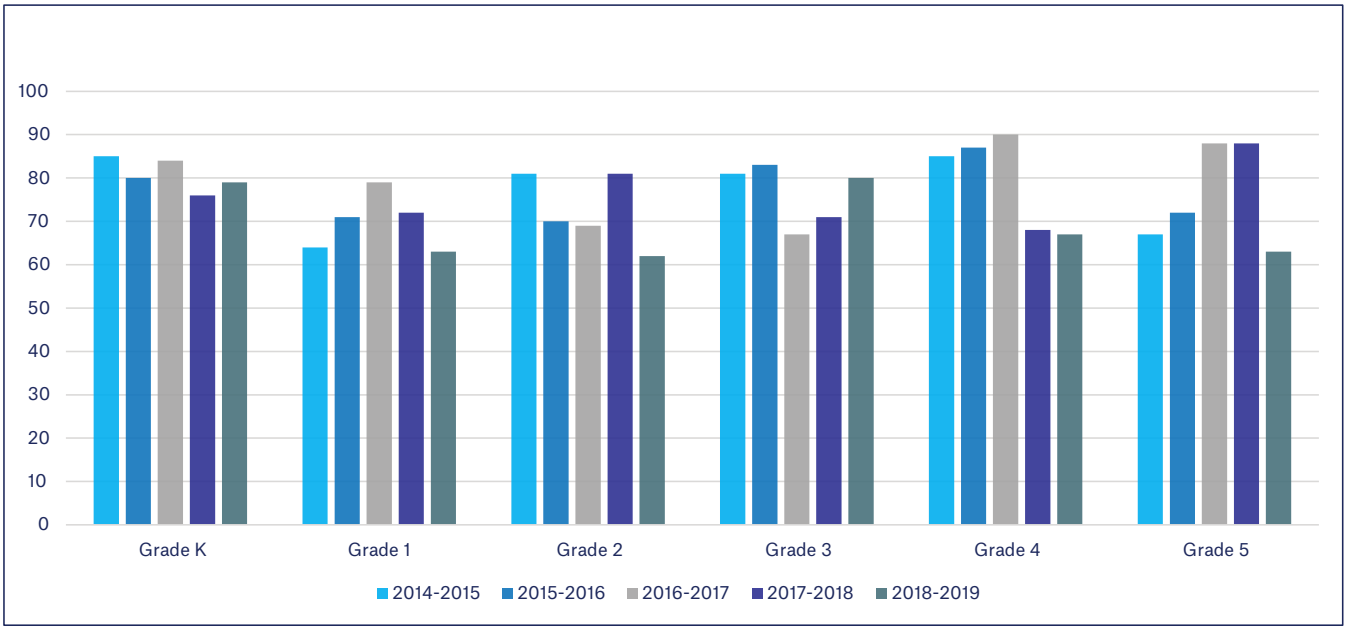
Butte County comprises about 88,216 square miles of land and water area in Northern California and encompasses five incorporated cities or towns, in which most residents reside. These include Chico — home to California State University Chico — Gridley, Biggs, Paradise, and the county seat of Oroville. The US Census estimates a total county population as of July 1, 2022 of 207,303 in about 86,167 households.

School Enrollment History By Grade

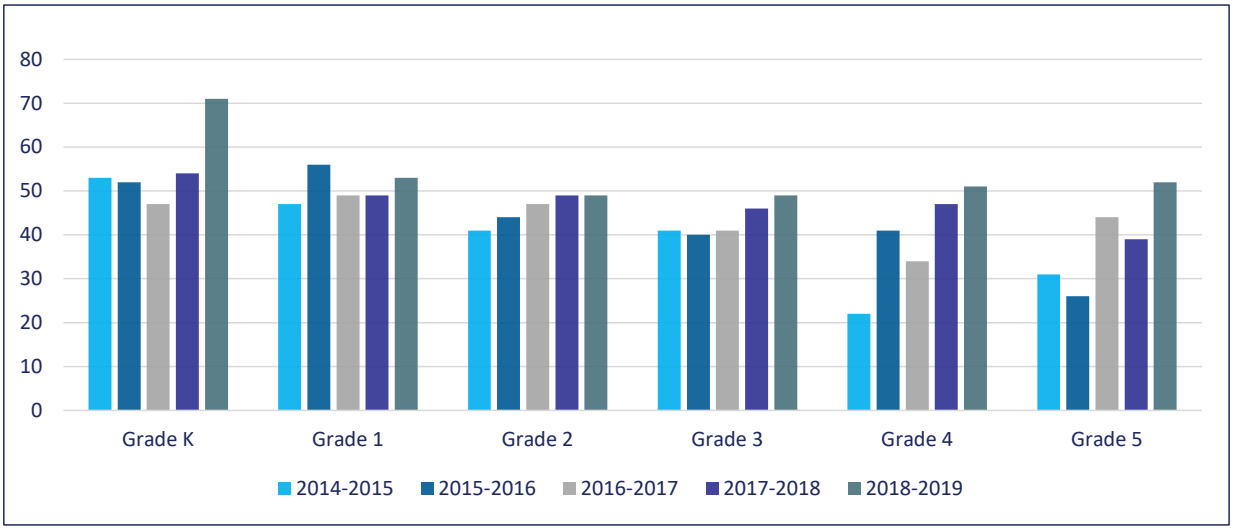
Nelson Avenue Middle School Enrollment History by Grade



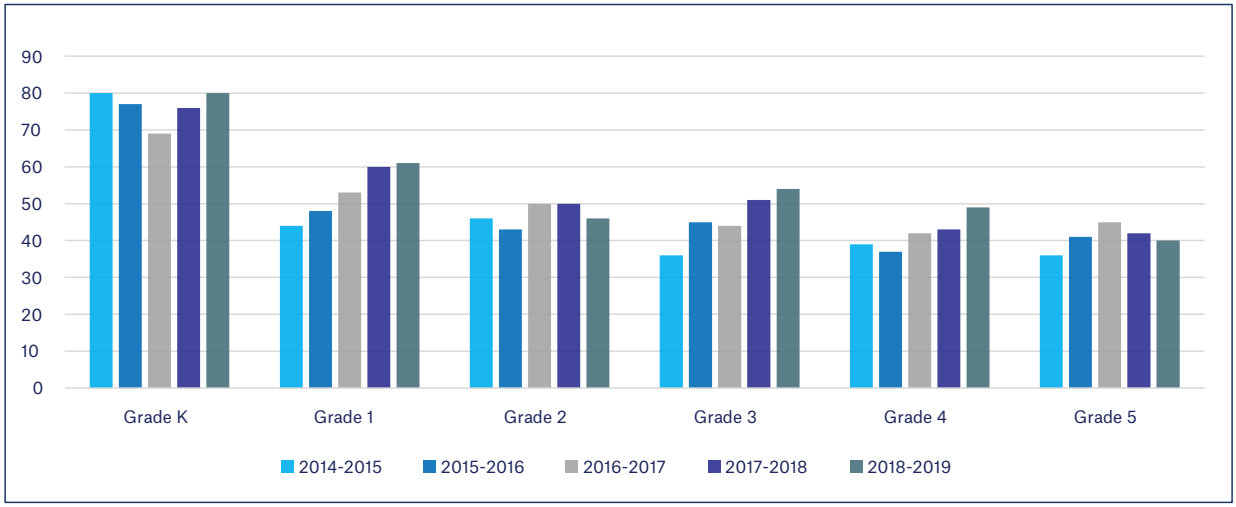
Sierra Avenue Elementary School Enrollment History by Grade



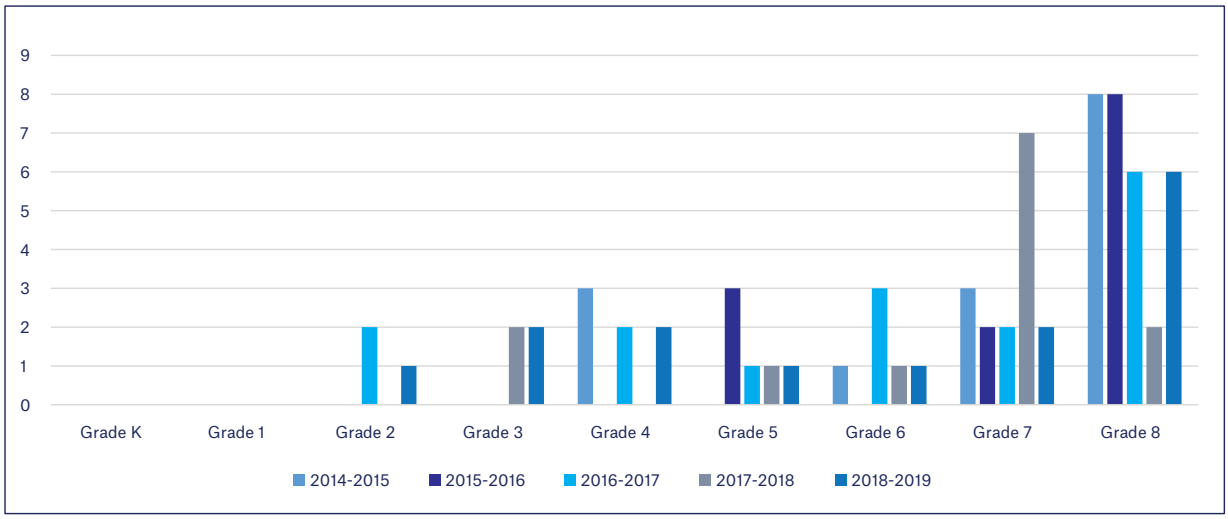
Poplar Avenue Elementary School Enrollment History by Grade



Plumas Avenue Elementary School Enrollment History by Grade



Heritage and Pioneer Community Day Schools Enrollment History by Grade



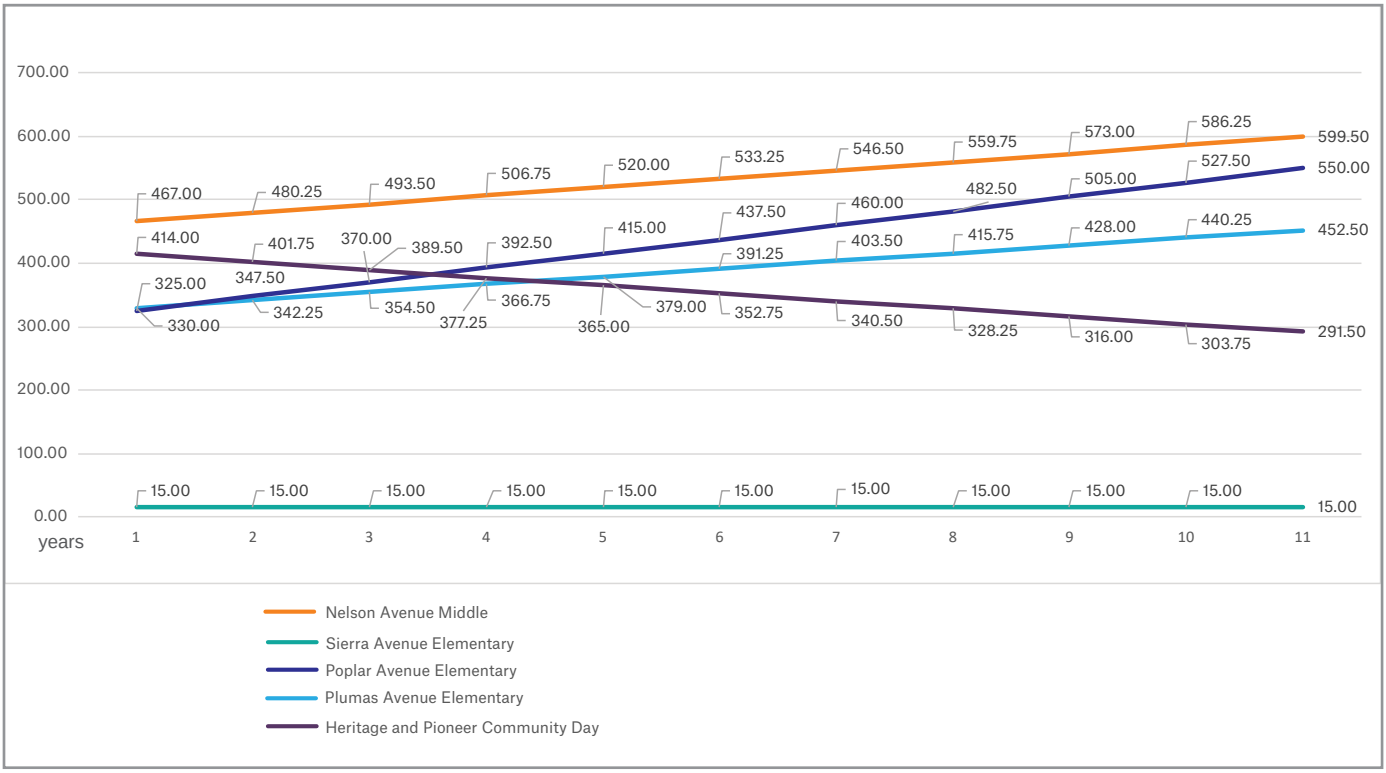
Projected Enrollment Summary

Enrollment projections provided are based on the average yearly change in enrollment, by school, from 2017-2019 (TLC Preschool not included). The current TUESD enrollment for school year 2018-2019 is 1,554 (as of October 2018 per California Department of Education [CDE] District Profile). Based solely on previous years' enrollment trends, it is projected that there will be about 36 additional students per year, on average, for the elementary and middle schools (no information for TLC Preschool was found through the CDE database). This equates to approximately 360 new students throughout the District in the next decade, and an additional 720 new students by the end of school year 2038-2039, making the total projected enrollment for the District 2,266 for the elementary and middle schools, which is an overall increase of about 46 percent.

This projection is less than those provided by a recent Developer Fee Study that used a student yield factor of .5 to determine a projected new student count of 943 as a direct result of anticipated area growth (898 from residential growth and 45 from commercial/industrial growth) over the next 20 years (from Level I Developer Fee Study conducted for TUESD, June 2018). It should be noted, however, that there was a demonstrated decrease in enrollment at Sierra Avenue Elementary School between 2014-2015 and 2018-2019.

Projected increase in enrollment numbers are expected to increase steadily to 1,909 from the 2019 enrollment of 1,551 (See Table Over).

Projected 10-Year Enrollment By School



School	Current Enrollment 2018-2019	Projected Enrollment									
		2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027	2027 - 2028	2028 - 2029
Nelson Avenue Middle	467	480	494	507	520	533	547	560	573	586	600
Sierra Avenue Elementary	414	402	390	377	365	353	341	328	316	304	292
Poplar Avenue Elementary	325	348	370	393	415	438	460	483	505	528	550
Plumas Avenue Elementary	330	342	355	367	379	391	404	416	428	440	453
Heritage and Pioneer Community Day	15	15	15	15	15	15	15	15	15	15	15
District Total (rounded to the nearest whole)	1,551	1,587	1,623	1,658	1,694	1,730	1,766	1,801	1,837	1,873	1,909

Based on a review of enrollment projections, with a major enrollment decline forecast for Sierra Elementary, the District may want to consider boundary changes to gain students from Plumas or Poplar Avenue Elementary Schools, or add a sixth grade to reduce enrollment gains from Nelson Avenue Middle School.

03
Community Outreach

03
Community Outreach

03 Community Outreach

Community Meetings

Some of the biggest contributors to a Long Range Facilities Master Plan (LRFMP) are community members, school sites, and District staff and leadership. Their local knowledge, lived experiences, and identification of community and school needs is paramount to creating a clear roadmap to an effective LRFMP. As such, the PBK master plan team solicited District and community members through multiple meetings, a board workshop, and a community survey for their input, as noted below:

- Kick-off Meeting — May 1, 2019
- Community Meeting — May 28, 2019
- Board Workshop — September 5, 2019
- Community Survey — May 3 to May 17, 2019

Note: PBK were asked to update the Master Plan Early 2023.

Kick-Off Meeting

On May 1, 2019, PBK Principals Gary Gery and Jon Anderson met with the District LRFMP advisory committee representing each school site, including Cody Walker, Greg Blake, and Kevin Waugh. PBK introduced and discussed items and the type of approach to process development that would help generate the LRFMP. Using colored sticky notes, each person in attendance wrote down what they felt were important issues needing to be addressed District-wide. Needs were placed on a wall and then grouped by common themes. The key themes generated from this meeting are included below.

Note: Anthony Harris of PBK was asked to update the Master Plan and identify work that were already carried out.

Nelson Avenue Middle School

Nelson Avenue Middle School

- Multipurpose/Kitchen
  - Improve seating
  - Add larger freezer and walk-in cooler space
- HVAC, Storage, and Utility Infrastructure
  - Add additional storage space
  - Add additional staff restrooms
- Parking
  - Increase parking area
  - Improve security for overall site entrance and egress

Sierra Avenue Elementary School

- HVAC, Storage, and Utility Infrastructure
  - Add staff restrooms
  - Increase electrical capacity and upgrade HVAC
- Parking
  - Increase parking area and traffic flow
  - Improve security for overall site entrance and egress
- Fencing/Safety/Security
  - Limit entry into school to single entry
  - Add fencing and reinforce security measures

Sierra Avenue Elementary School

Poplar Avenue Elementary School

- Infrastructure
  - Add new and/or improve and modernize buildings
  - Complete site improvements and a add new play structure
- Multipurpose/Kitchen
  - Increase cold and dry storage areas
  - Replace lunchroom tables and seating
- HVAC, Storage, and Utility Infrastructure
  - Add new staff and student restrooms
  - Increase electrical capacity and upgrade HVAC

Poplar Avenue Elementary School

Plumas Avenue Elementary School

- Fencing/Safety/Security
  - Limit entry into school to single entry
  - Finish fencing along back of school
- Multipurpose/Kitchen
  - Replace in-wall foldable lunchroom tables
  - Add air conditioning in kitchen
- HVAC, Storage, and Utility Infrastructure
  - Increase electrical capacity
  - Upgrade HVAC

Plumas Avenue Elementary School

TLC Preschool

- Infrastructure
  - Add new and/or improve and modernize buildings
  - Expand preschool footprint
- Parking
  - Increase parking area
  - Improve traffic flow and parking lot safety
- HVAC, Storage, and Utility Infrastructure
  - Increase electrical capacity
  - Upgrade HVAC

Heritage and Pioneer Community Day Schools

- No comments for this site were noted at this meeting.

TLC Preschool

Community Meeting, May 28, 2019

On May 28, 2019, the community was invited to the District office to provide their thoughts on the District's facilities, needs, and desires. Members in attendance included PBK representatives Gary Gery, Jon Anderson, Paul Cahill, and James Saludez. District representatives included Greg Blake, Cody Walker, Andrew Koster, and District Board members. The input received was recorded by PBK on large sticky notes on the wall. Items were then prioritized to identify what those in attendance considered the most critical needs at each facility. The top issues identified at each school included:

Nelson Avenue Middle School

1. Track and fencing, including drainage issues
2. Loud, ineffective AC units
3. Science labs

Sierra Avenue Elementary School

1. More parking
2. Fencing
3. Drop-off

Poplar Avenue Elementary School

1. Parking and traffic flow
2. Restrooms, student and staff
3. Room for growth

Plumas Avenue Elementary School

1. More parking
2. Room for growth
3. Finish fencing

TLC Preschool

1. Upgrade portables with roof leaks
2. Room for growth
3. Parking and entry

Heritage and Pioneer Community Day Schools

1. Door problems
2. Counsel room
3. Computer lab

As a result of the initial kick-off meeting and this community meeting, the LRFMP Guiding Principles were developed as District-wide themes became apparent. The final Guiding Principles of Design that were developed are noted in Chapter 1 of the LRFMP.

Board Workshop, September 5, 2019

On September 5, 2019, members of the Thermalito Union Elementary School District (TUESD) Long Range Facility Master Plan (LRFMP) team met with the members of the Board of Education and District representatives to conduct an informative workshop on the progress and findings with the LRFMP. The goal of this meeting was two-fold. First, the District was updated on the current status of the LRFMP and facility assessments, including an overview of individual sites, their needs, and cost estimates. Second, the workshop provided an opportunity for the District representatives to share their primary concerns and District needs as they related to the facility assessments and recommendations to outline their top priorities. There were several key needs identified and options discussed for each campus location.

Nelson Avenue Middle School

Items Suggested: Nelson Avenue was one of the locations suggested to relocate the Heritage and Pioneer Community Day Schools to. These discussions identified several topics regarding facility use. It was suggested that using the container by the cafeteria would provide for a nice outdoor eating space; another option would be to use the front quad. It was presented that should the option to move Heritage/ Pioneer to this site be undertaken, they would be moved to the south side middle or south west corner, off the road. Parking would need to be addressed. With only 10 students, the Community Day Schools could be made up of two classrooms, an eating area, and administration.

Considering the recommendation to move Heritage and Pioneer Community Day Schools to the Nelson Avenue Middle School site, it was questioned as to whether the school would need a track. If the school needs a track, then it was recommended that a 1/4 or 1/2 mile track be included, with fitness apparatus

Nelson Avenue Middle School

additions to the side of it. Suggestions were also made that the L-shaped play area could use some upgrading and more climbing play structures should be installed.

Board Direction: The priority at Nelson Avenue Middle School was determined to be the need for practical science classrooms and a woodshop, with the science classrooms being deemed more important at Nelson Avenue than other sites. Furthermore, the group identified the need to address drainage issues at this location. It was determined that the track addition and other facility improvements be undertaken after the relocation of TLC Preschool and Heritage and Pioneer Community Day Schools, budget permitting. Overall, the District owns much property around this site, and the designation of the area to the east for a bus terminal was considered a good location. However, due to the cost of a new facility and limited funds, the bus terminal site would be reserved for a future development and buses would stay at the existing Sierra Avenue site.

Sierra Avenue Elementary School

Items Suggested: Sierra Avenue Elementary School was one of the locations considered for the relocation of Heritage/Pioneer Community Day Schools. As such, of primary concern at Sierra Avenue was the need to add at least two classrooms in the location where four future portables are shown on the proposed site plan. This was considered the best location as it would negate placing a new classroom at the alternate location (below 18 with parking in the rear), as it was determined it may become problematic to have the classroom(s) so close to a play area for "unruly" children. Further considerations were the need for parking modification and expansion at both the front and rear of the school, including the bus drop-off site, and overall security in terms of fencing and adding gates on the campus.

Sierra Avenue Elementary School

Board Direction: It was determined that this would not be the most desirable location for the Community Day Schools to move to. The direction given was to prioritize the parking in the back of the school by adding to the existing parking, and incorporating additional security measures such as fencing and gates site-wide to control entry points, and adding two new portables now. Front parking and traffic flow would be reconfigured for bus and auto drop-offs. If funding allows, future expansions include the addition of new portable classrooms and modernizations to the multipurpose cafeteria/kitchen, classrooms, and restrooms.

Poplar Avenue Elementary School

Items Suggested: Poplar Avenue Elementary School was the location identified to have the greatest needs, as major renovations and modernizations are needed to all existing buildings, especially all the portables. Additionally, the site is constrained by the TLC Preschool, which also strains on-site circulation. Top-priority concerns identified at the workshop included renovations to parking, restrooms, portable classrooms, and the multipurpose building. Further discussed issues included the road to an adjacent site, outdoor learning spaces, the extension of the property line along the north side of the site, and the relocation of four new classrooms away from the play areas to limit supervisory issues. Discussions also recognized the large use of the media center and the support toward the proposed separate bus drop-off area. Suggestions presented during the conversation included the recommendation that money be used on one project to make it look nice while moving the TK to the south of the site below, or as a part of, rooms 13-16. It was also suggested that the K room could be used for food services. Furthermore, it was

Poplar Avenue Elementary School

discussed that if TLC Preschool was to be re-established at the current Heritage/Pioneer location, the remaining existing portables would be modernized and used at Poplar to allow expansion.

Board Direction: It was determined that as a result of the proposed relocation of TLC Preschool to the current Heritage/Pioneer Community Day Schools site, Poplar Avenue would incorporate and renovate the existing TLC buildings, adding some new portables, re-orienting some structures, and building a new TK/K classroom and play area. Restrooms would be added and renovations and modernizations would be undertaken site-wide, including improvements and expansions of the parking lot and fencing.

Plumas Avenue Elementary School

Items Suggested: The campus needs discussed for Plumas Avenue Elementary School included modernization and renovations to the kitchen and restrooms. This was also a location considered for the relocation of Heritage and Pioneer Community Day Schools; however, this was determined to be not the most desirable option as the Board Workshop attendees did not feel it best to combine elementary students with the Community Day School students.

Board Direction: It was determined that outdoor play areas need to be identified and costs for the updates to the portable classrooms be included in the report. It was decided that the costs for the proposed plan will identify the priorities at Plumas Avenue.

Plumas Avenue Elementary School

TLC at CDS

Items Suggested: The preschool is the campus that received the most attention. There were several challenges identified regarding its location at Poplar Avenue Elementary School including parking and the limitation of growth of Poplar Avenue. Several options were presented, including the option to move TLC to the current Heritage/Pioneer Community Day Schools site and adding new classrooms and an admin/café room. A concern was raised regarding combining preschoolers with troubled older children attending Heritage and Pioneer. Since the option of moving TLC to the current Heritage/Pioneer site was the most popular as it would allow for continued growth of both TLC and Poplar, suggestions were shared regarding where to move the Community Day Schools. These included moving it to the location identified as the future bus terminal site or moving Heritage/Pioneer to the back of Nelson Avenue Middle School and allowing for four portables since the play area can be doubled up, or finding other options.

Board Direction: The Board decided the best choice of action would be to relocate TLC Preschool to the current Heritage/Pioneer site. This will allow for easier future growth for both TLC and Poplar schools. The existing permanent buildings at the current Heritage/Pioneer site would be repurposed as classrooms, an administration office, and a café. Additional parking and drop-offs would be created, and site-wide fencing and a play area would be added. Future expansions include new buildings for classrooms and restrooms.

Heritage and Pioneer Community Day Schools

Items Suggested: There were only minor issues identified during the site assessments at this location. Some issues included doors that would not close properly and loose siding on buildings. This site was considered to be one of the options for the relocation of TLC Preschool.

Board Direction: The District wants to explore finding an alternate site or option for the Community Day Schools so this site can be used for the TLC Preschool since it is newer and more centrally located.

Heritage and Pioneer Community Day Schools

Workshop/Meeting Summary and Discussion

The outcome of the workshop resulted in the determination that renovations, including modernizations, to Poplar Avenue Elementary School and the relocation of TLC Preschool and Heritage/Pioneer Community Day Schools are top priorities. The suggestion to move TLC Preschool to the Community Day Schools site, and Heritage/Pioneer to another location (Nelson, Sierra, or a site near Plumas) was the top direction provided to explore. Moving TLC from Poplar would better allow for the future growth of both schools. Major needs at Poplar identified included those for administration, parking, the multipurpose building, and restrooms. Parking at Sierra and the addition of more portable classrooms were also noted as priorities.

In addition, a discussion on growth regarding the new bus terminal plans was undertaken. It was determined that the cost would exceed the current budget, with an estimated $1.3 million needed for a new terminal. It was suggested that the existing Sierra Avenue site be used to limit current out-of-pocket expenses.

Current available funds include nearly $7.7 million in received moneys from the general fund, special reserve, Measure Z building fund bond (partial), and developer fees. It is anticipated that within the next two years, the District will receive approximately $2 million in additional funding from the remainder of the Measure Z bonds and $1 million from state share matches of new school funding and modernization capital once the state funds the School Facilities program. Special programs related to hardship funding was also identified as a resource to explore. Looking long-term, it was recommended that additional funding sources be identified to pay for the future bus terminal. PBK will engage the District in additional funding discussions.

Additional supporting documentation and information can be found in the appendices of the LRFMP. The appendices include:

- Appendix A — Detailed Meeting Information
- Appendix B — Survey Results
- Appendix C — SmartSheets Per School Site

Community Surveys and Results

In order to facilitate the prioritization of needs of the District and its schools, community input was obtained through a survey posted on the District website. A total of 14 needs were identified and included on a community survey that targeted teaching and facility staff, parents, and community members. The 63 respondents were asked to rank their top five needs from the list and were able to provide qualitative feedback as to the state of their associated schools, or the District as a whole.

Using a five-point Likert scale, with five points being given to needs identified as a respondent's first priority to one point for needs identified as fifth priority (a score of '0' was entered when the need was not a respondent's top five priority), a synthesized priority of needs was established for each school. Ties of mean results were broken first by total score, then by the number of respondents listing the need as a priority, then by the number of times the need was identified as the highest priority. If a tie still existed, then the overall District need order was used to determine precedence.

Overall District needs were organized from survey results and an examination of needs by District and school leadership during the executive meeting. While needs were shared between groups, the prioritization of needs somewhat differed between the community and the District, though safety was a primary concern collectively. District/school leadership ranked safety and security as the highest priority need category and were especially concerned with the need for proper fencing to aid with security and to support suitable community use of the facilities.

The second priority was with student learning, including the incorporation of outdoor and more environmental learning spaces, and the use of current technology. Future growth and infrastructure was the next highest prioritized need category, though these needs received more emphasis when related to older schools in need of updating. The final prioritization was with fiscal responsibility, noting the need to be fiscally conservative and suggesting a reassessment of facility usage by schools and the community to result in more equitability.

Community Survey respondents were asked to rank the list of needs in priority from first to fifth. Overall, the greatest need category was infrastructure, noting the need for the replacement of portable

classrooms, followed by the need for additional or improved student and staff restrooms, and modernized and upgraded classrooms. This high-priority group also included improving safety and parking, along with the installation of fencing and improving student drop-off/pickup locations. The second highest priority group included overall aesthetic improvements of buildings and grounds, the implementation of the most current technology in classrooms, and improving playgrounds and fields. The next prioritized group of needs based on District-wide priorities included the improvement of multipurpose cafeterias, the use of comfortable, age-appropriate furniture in classrooms, and the implementation of outdoor learning spaces. The final group based on survey Respondents' declaration of need priorities included improved libraries and the ability to use playground facilities after school hours and on weekends. The prioritization of District-wide needs are presented in Figure 3-1.

Some comments indicated that more parking, better kitchen facilities, upgraded and better maintained campuses, and safer grounds (including added and/or improved sidewalks) were needed District-wide. In addition to the identification of District-wide needs, the District office was reported to be in need of more office space, improved aesthetics, and additional or improved restrooms.

The following pages present the prioritization of needs District-wide and for each school based on survey results. PBK would like to extend our sincere thanks to everyone who contributed to this process.

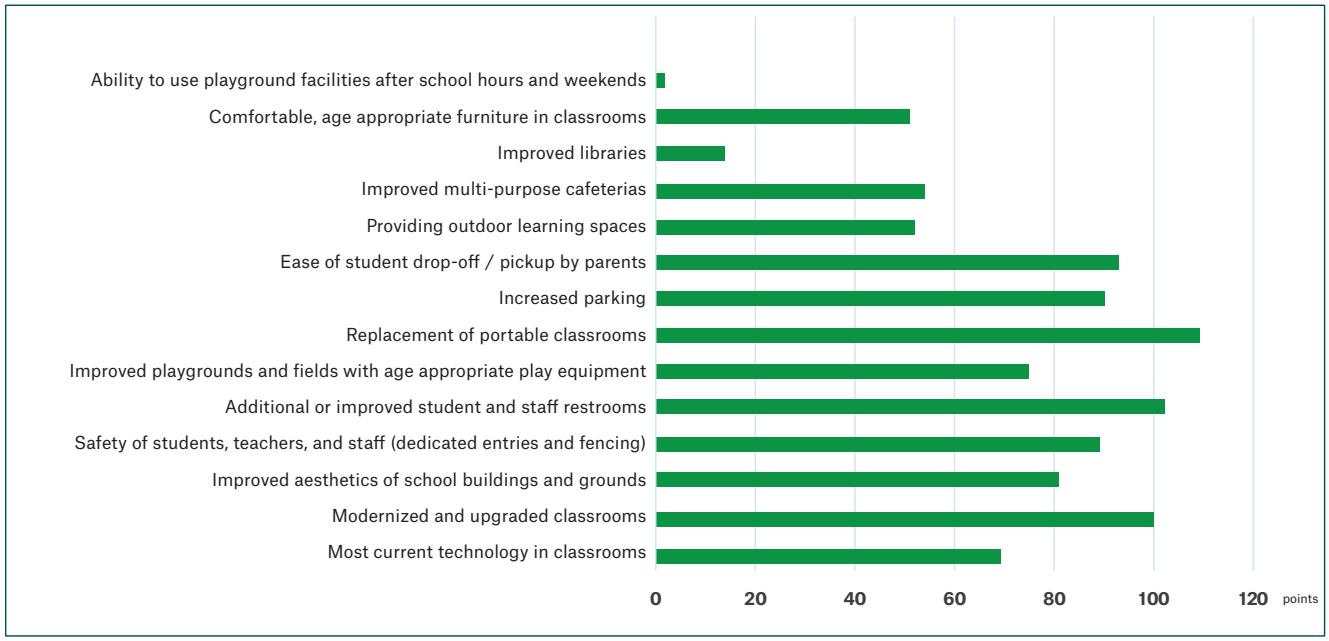


Figure 3-1
Survey Results of District-Wide Needs by Priority Needs Scores

Note: Priority points are awarded as follows: First - 5, Second - 4, Third - 3, Fourth - 2, Fifth -1. A score of '0' is entered when a need was not a Repondent's top priority. Combined Priority Points is sum of points awarded by all respondents for all locations. Mean values were rounded to nearest tenth. Ties were broken by total score, then number of respondents listing need as priority, then by number of highest priority, then in line with District need order.

Nelson Avenue Middle School

The greatest area of need for Nelson Avenue Middle School, based on community survey results, is in the modernization and upgrading of classrooms, with nearly half of the respondents declaring this need as their first or second priority. This need was followed by the need for comfortable, age appropriate furniture in classrooms and the replacement of portable classrooms. Other needs that were prioritized relatively highly included improved playgrounds and fields with age appropriate play equipment, the need for additional or improved student and staff restrooms, and the implementation of the most current technology in classrooms. Figure 3-2 presents the prioritization of needs at Nelson Avenue Middle School.

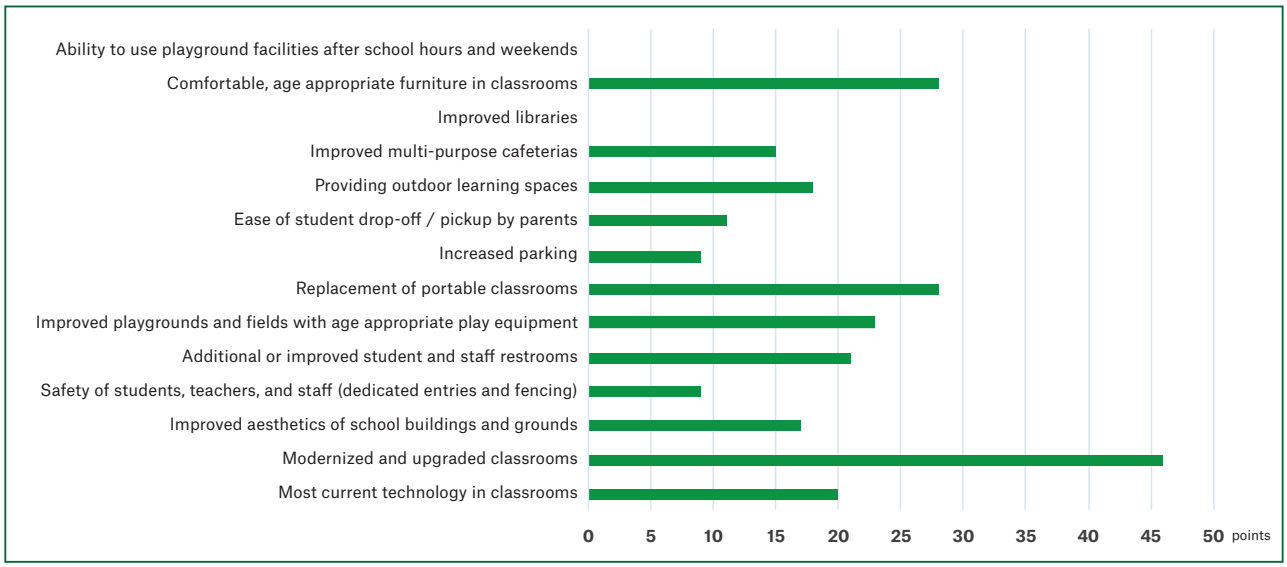


Figure 3-2
Prioritization of Needs at Nelson Avenue Middle School Based on Community Survey Scores

Sierra Avenue Elementary School

Both District/school leadership and community survey respondents ranked safety and security as the most pressing need category, with fencing, parking, and lot safety being of primary concern. Both groups also recognized infrastructure as a top priority, with emphasis being placed on roofing, the replacement of portable classrooms, improved play structures and fields, general aesthetics, and ADA upgrades. The next grouping of needs selected by both the community and leadership related to student learning, including technology needs and upgraded classrooms. The community also recognized the need for outdoor learning spaces and comfortable furniture in classrooms, while leadership turned their focus toward fiscal responsibility, including after-hours usage of facilities. Figure 3-3 shows the prioritization of needs by community survey respondents.

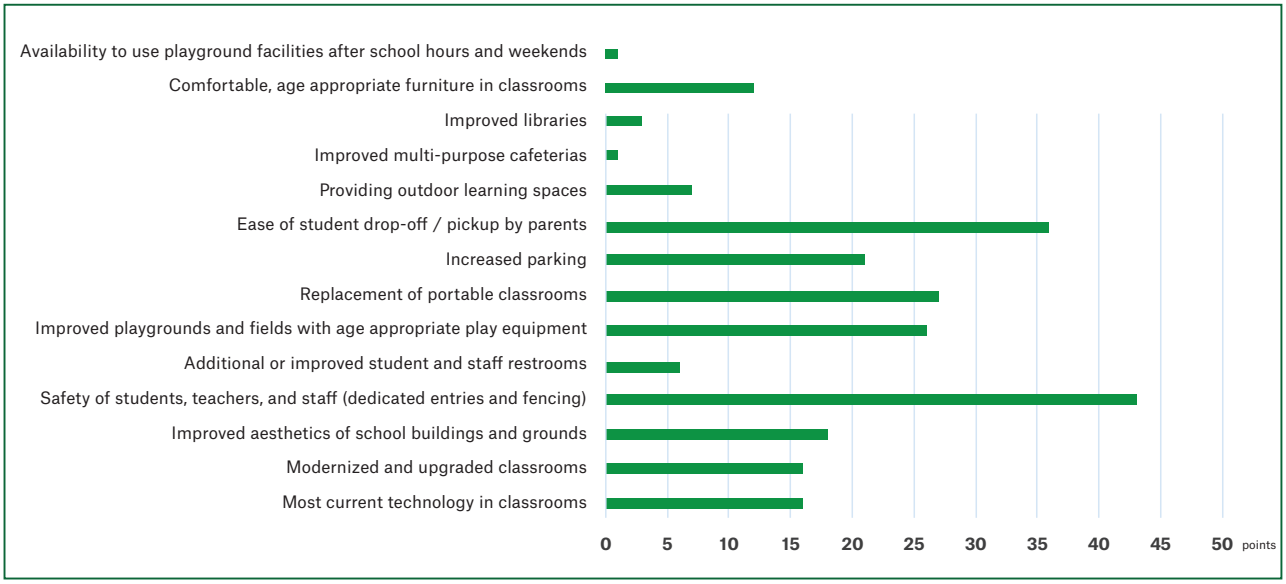


Figure 3-3
Prioritization of Needs at Sierra Avenue Elementary School Based on Community Survey Score

Poplar Avenue Elementary School and TLC Preschool

Poplar Avenue Elementary and TLC Preschool is the location deemed to be in most need of renovations. Site assessments noted serious portable building, civil, and ADA issues that need to be addressed. The portable classrooms have effectively reached the end of their life cycle and show major signs of deterioration, including dry rot, foundation weaknesses, and roofing leaks. The grounds of the school need to be addressed to allow for safer mobilization between buildings as many areas are not level, have damaged walkways and walkways being altered by tree roots, and are not all ADA compliant.

District/school leadership also recognized the need for safety, infrastructure, and civil improvements, and noted safety and security as their primary need, recommending improved parking and traffic flow, fencing, and entrances as top concerns. The next group of needs, though also of high priority, included issues such as more and improved restrooms, building upgrades, drainage issues, food service improvements, classroom and library expansions, and overall aesthetics.

Community survey respondents rated the same issues highly, though the emphasis slightly differed when it came to the top priorities. Survey results for Poplar Avenue Elementary indicated that community members considered the need for restroom improvements and the replacement of portable classrooms as the two biggest priorities, followed by the needs for increased parking and an improved multipurpose cafeteria. Survey results are presented in Figure 3-4.

A similar result was identified for TLC Preschool with survey respondents emphasizing the need for increased parking, the replacement of portable classrooms, and increased parking lot safety arrangements as top priorities. These needs were followed by upgraded and modernized classrooms, improved restrooms, aesthetic improvements, and the use of the most current technology in the classrooms. Figure 3-5 presents community survey results for TLC Preschool.

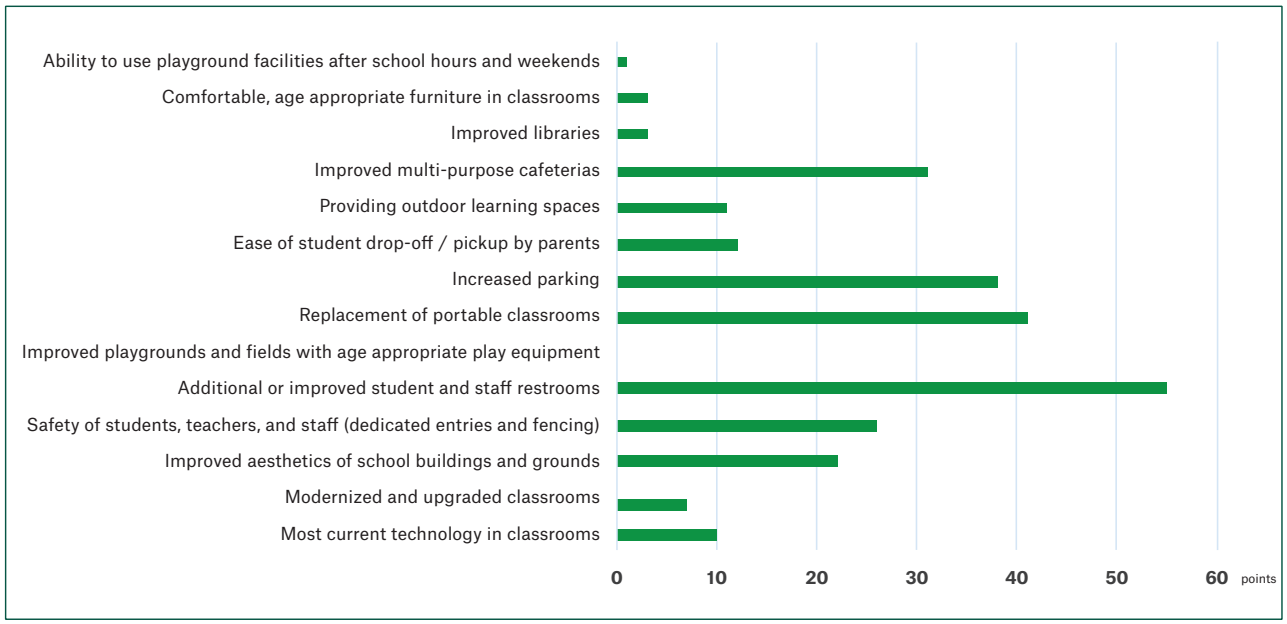


Figure 3-4

Prioritization of Needs at Poplar Avenue Elementary School Based on Community Survey Scores

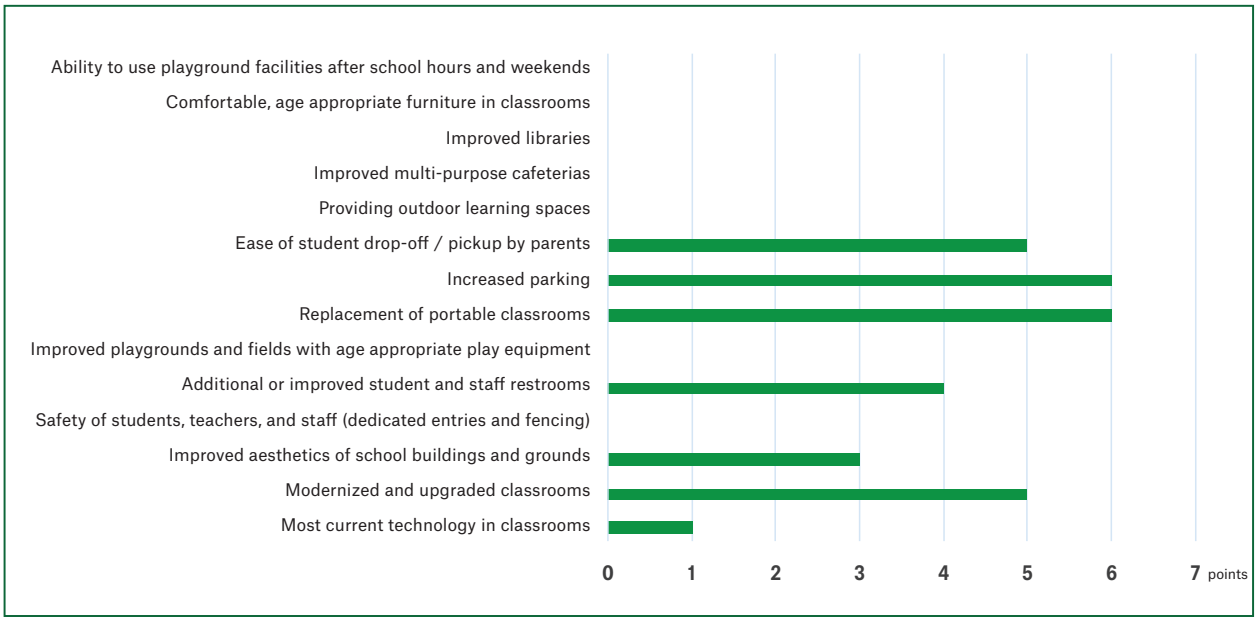


Figure 3-5

Prioritization of Needs at TLC Preschool Based on Community Survey Scores

Plumas Avenue Elementary School

Survey results indicated that the highest priority need at Plumas Avenue Elementary School is the need for improved student drop-off/pickup areas, followed by more modernized and upgraded classrooms. Other consistently identified need areas included the provision for outdoor learning space, increased parking, improved playgrounds and fields, campus safety, better overall aesthetics, and more current technology in the classrooms. Figure 3-6 presents the prioritization of all needs at Plumas Avenue Elementary School.

District/school leadership also identified the need for improved student drop-off/pickup areas as a top priority, along with increased parking. An emphasis was placed on future growth though, with infrastructure and safety being recognized as important need groups. The concerns regarding roof leakages related to the portable classrooms' gutters, and incomplete fencing were stressed as well. Finally, an emphasis was placed on the quality of work and the need to correct lesser quality previous work, and ensure good quality future work.

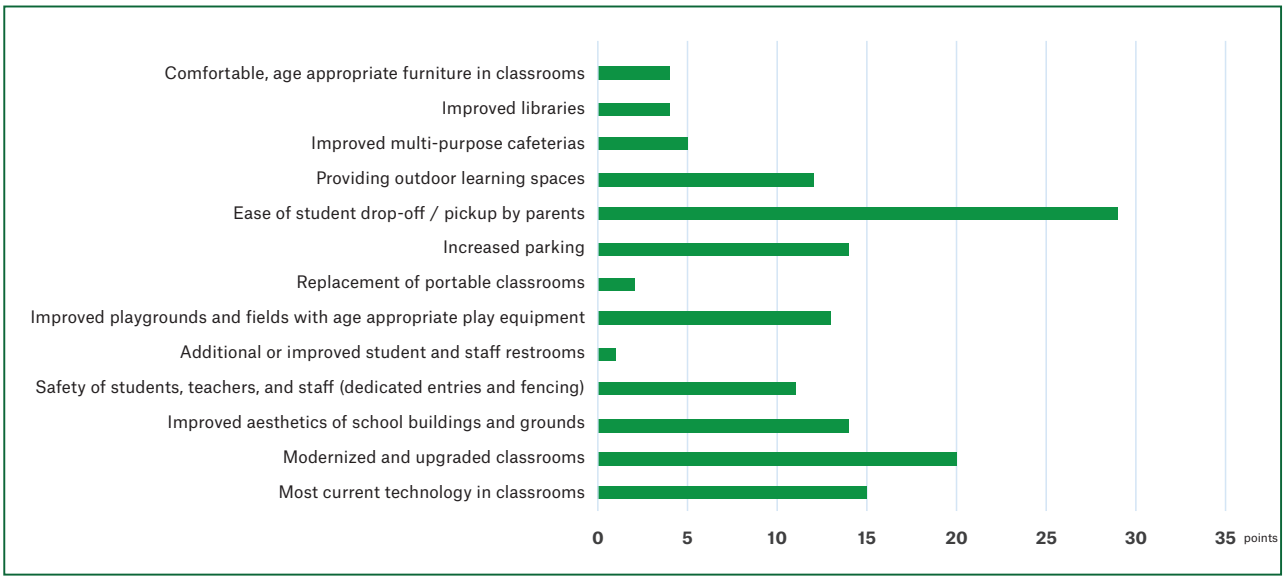


Figure 3-6
Prioritization of Needs at Plumas Avenue Elementary School Based on Community Survey Scores

Heritage and Pioneer Community Day Schools

Based on the results of the needs prioritization survey, Heritage and Pioneer Community Day Schools mainly require upgrades to aid in learning and the student experience. This was further supported by site assessments as the location demonstrated newer structures and sufficient maintenance, except for some minor repair issues.

The primary needs based on community survey results include improving playgrounds and fields with age appropriate play equipment, incorporating the most current technology in classrooms, and updating or creating new, modernized classrooms to benefit both the current student population and to allow for future growth. Additional highly prioritized needs include the additions and/or improvements of student and staff restrooms and the provision of outdoor learning spaces. The prioritization of an improved multipurpose cafeteria was also included by survey Respondents. Figure 3-7 presents the distribution of need prioritization for Heritage and Pioneer Community Day Schools.

District/school leadership were more specific in their assessment of needs for Heritage and Pioneer citing door problems as the biggest concern at this facility. This priority was also supported by a site assessment noting that doors did not always fit properly, resulting in a reduced ability to properly shut and lock the doors. The next highest priorities by leadership were the need for a useful counsel room and upgraded computer lab. Finally, an interest was expressed in installing a solar system to facilitate a better use of energy and cost savings. The system can be incorporated into the development of outdoor learning spaces as well.

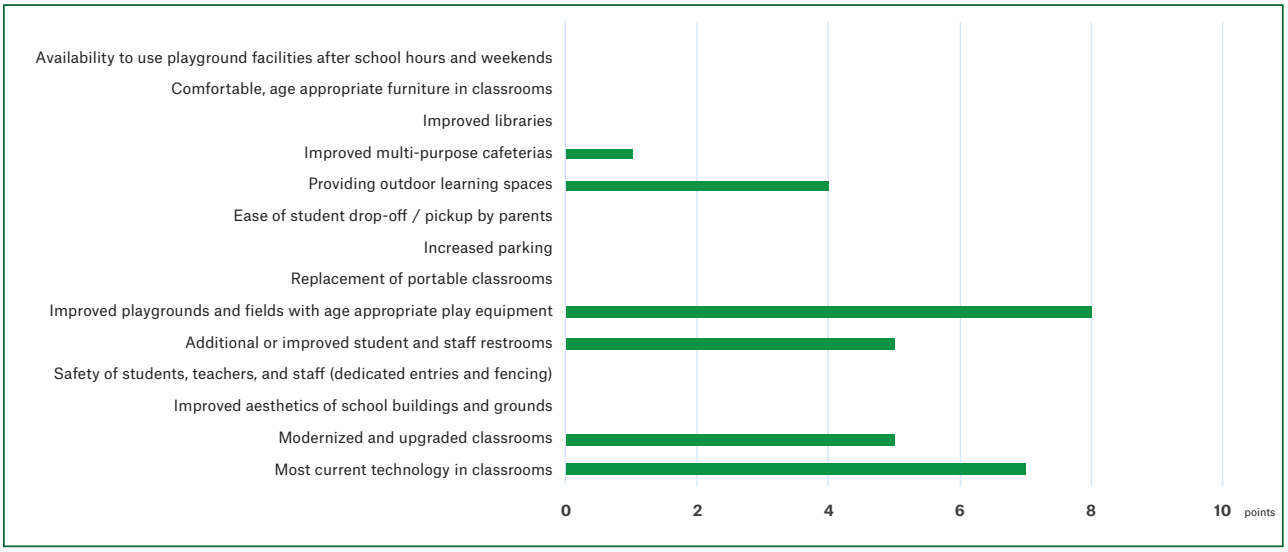


Figure 3-7

Prioritization of Needs at Heritage and Pioneer Community Day Schools Based on Community Survey Scores

04
Facility Assessments

04
Facility Assessments

04 Facility Assessments

Process Overview

In order to conduct a thorough review of District facilities, the Long Range Facilities Master Plan (LRFMP) team completed several steps related to the development of a comprehensive facilities evaluation. These included:

1. **Conducting an initial site walk with District and PBK site staff.** This allowed the team to get to know each campus and the concerns regarding them. The team focused their efforts on both physical and functional issues, looking at building interiors and exteriors, classroom and space functionality, parking and drop-offs, and playfields, playgrounds, and hard courts.
2. **Coordination and participation with Community and District.** The team conducted surveys to solicit information regarding ideas and priorities of board members, community members, and staff, and what they felt each facility needed. The information assessed was then compiled, interpreted, presented, and used for continued investigations.
3. **Developing existing site plans.** Plans were created of each site from a Google image to include space use designations and from archive drawings.
4. **Physical assessments.** The PBK team of specialists walked each site with District personnel. Assessments were conducted by architectural, building envelope (roofing), mechanical, electrical, plumbing, and civil engineer team member reviewers to note concerns using a systematic approach.
5. **Populating SmartSheet.** Team members imputed their field notes into the SmartSheet working document following the developed assessment categories, where the information was then used to determine quantities and unit costs of proposed actions. This document produced cost totals per site while priorities were added based on discussions with the District.

Assessment Categories

As part of the LRFMP process, the PBK team of architects, engineers, and specialists conducted site assessments for each facility, considering current and future needs in several areas. Categorized facility needs were then used to aid in project cost estimation for each school. The categories assessed included the following:

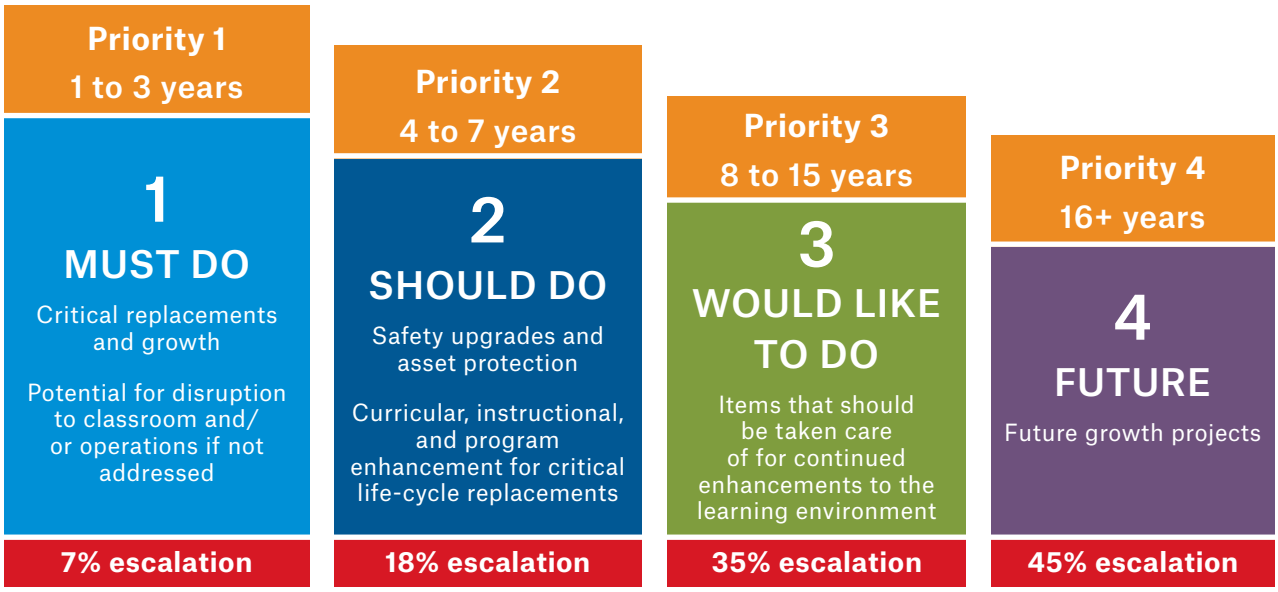
- **Civil.** Civil works refer to needed improvements on exterior site areas that will improve safety, accessibility, and building foundation stability. Civil items include:
  - Outdoor learning areas and shaded structures
  - Pads for HVAC units
  - Fencing
  - Foundations for new buildings and play areas
  - Site drainage
  - Demolition of existing portable buildings and foundations
  - Parking lots and pavement additions, extensions, and improvement of traffic flow, including site signage
- **Building Envelope.** Building envelope works refer to roofing, especially as it relates to energy and thermal efficiency improvement. Building envelope items include:
  - Roofing, trim, and gutters and downspouts
  - Shingles and siding
  - Flat/minimally sloped roof improvements for energy efficiency
  - Expansion joints and sealants

- **Architecture.** Architecture works refer to interior and exterior aesthetic and ease of use improvements, including meeting ADA compliance requirements. Architecture items include:
  - Interior improvements including flooring, ceilings, walls, trim, casework, teaching surfaces, and general aesthetics
  - Exterior improvements including doors, windows, molding and trim, and general aesthetics
  - Structure ramps
  - ADA compliance
  - Interior and exterior painting
  - Play equipment
  - Interior and exterior hardware
- **Mechanical.** Mechanical works refer to heating, ventilating, and air conditioning improvements. Mechanical items include:
  - HVAC unit replacement
- **Electrical.** Electrical works refer to interior and exterior electrical components and applications, including upgrades for code compliance. Electrical items include:
  - Electrical panels
  - Interior and exterior lighting and controls
  - Wiring
  - Cabling on roofs
  - Code updates

- **Plumbing.** Plumbing works refer to interior and exterior water utility improvements. Plumbing items include:
  - Sinks and toilet fixtures
  - Piping upgrades
  - Code updates
  - Water fountains
- **Technology.** Technology works refer to improvements to communications. Technology items include:
  - Clock systems
  - Sound and PA systems
- **Life Safety and Security.** Life safety and security works refer to general site security and prevention of potentially dangerous incidences. Life safety and security items include:
  - Code compliance
  - Campus site safety including slip resistant surfacing, trip prevention, ease of access, signage, and erosion negation
  - Fire, gas, and security detection and prevention
  - Safety railings
- **Athletics/Activities.** Athletics/activity works refer to construction and/or improvements to facilities related to sports and fitness. Athletics/activities items include:
  - Locker room improvements
  - Track and field additions and improvements
  - Addition of storage areas for sports equipment
- **Food Service.** Food service works refer to improvements in food handling, preparation, and service. Food service items include:
  - Cafeteria facility improvements
  - Cooking and food preparation equipment upgrades

Priority Overview

In order to better facilitate the best use of District funds to improve facilities, projects were placed into priority categories based on information acquired from meetings with the District and the Board Workshop. The priority categories are divided into timeframes for action and certain type projects were identified for each. Figure 4-1 illustrates the category levels followed by more detailed explanation of each category. The bottom of each column notes the escalation percentage used to increase costs for work done during that time.



Note: See Table 4.1, for projects completed to date.

Figure 4-1
Priority Category Levels and Escalation

Priority 1 (1-3 years): Must-do items determined to be of the highest need of attention based on the District finances available for construction. Special consideration was given to the recent rapid growth rate of TLC Preschool, the current impact of such growth, and its potential future effects. A seven percent cost escalation factor was used for this work. Items included in Priority 1 are:

1. Moving TLC Preschool to the current Heritage and Pioneer Community Day Schools site, and relocating Heritage/Pioneer to another site.
2. Modernizing and renovating Poplar Avenue Elementary School including:
    a. Modernizing cafeteria
    b. Remodel and expansion of offices
    c. Providing a new Kinder Classroom
    d. Improving site parking
    e. Renovating/updating existing restrooms and adding a new restroom building
    f. Renovating/updating walking covers
    g. Demolition of the food service building and relocation of food services to an existing building
3. Modernizing and renovating Sierra Avenue Elementary School including:
    a. Upgrading site fencing
    b. Improving site parking
    c. Adding one or two portable classrooms
4. Modernizing and renovating Nelson Avenue Middle School including:
    a. Modernizing/updating the science classrooms and woodshop

Priority 2 (4-7 years): Should-do items to address critical life-cycle replacements were determined to be of moderate need. Included in Priority 2 are:

1. Repairs of building components
2. Replacement of roofing
3. Minor site work
4. Minor modernizations

Update: Projects have been completed 2020-2023 and are listed under Priority 1, please see Table 4.1

Priority 3 (8-15 years): Would-like-to-do items to enhance classroom instructional spaces determined to be a lower moderate need due to costs, but will still improve both the physical and functional characteristics of school sites. Included in Priority 3 are:

1. Improved parking, drop-off locations, and traffic flow District-wide
2. Additional modernization and aesthetic projects District-wide

Priority 4 (16+ years): Future need-to-do items determined to be best conducive to future growth needs. Included in Priority 4 are:

1. Adding additional classrooms
2. Adding/improving outdoor learning areas

How Cost Estimates Were Developed

After gathering data and information from the district meetings, onsite inspections, and community, we were able to determine individual components needed to be incorporated into the LRFMP project for the TUESD. In the cost estimating, each line item identifies components of work needed and is categorized. The scope categories include: Civil, Building Envelope, Architecture, Electrical, Plumbing, Technology, Life Safety & Security, Athletics/Activities, Food Service, New Portables/Classrooms, New Restrooms, and New Shade/Outdoor Structures.

As presented in the cost documents, we have categorized and noted priorities of each line item for each school facility. Furthermore, we listed each areas and structure of each facility into the work that needed to be done to its corresponding priority. The priority was established at the initial phases of the project during district and community meetings as outlined in the Community Outreach section of the LRFMP. Each priority includes an accompanying percentage cost of escalation based on timeline into the future.

Each line item cost included in the SmartSheets located in Appendix C is based on a larger, DSA approval, contractor design-bid-build project delivery where each item is part of a larger project. Each line item cost includes the following:

- Labor
- Materials
- General Contractor's Overhead and Profit
- General Conditions
- Insurance and Bonds
- Soft Costs (including architectural/engineering fees, DSA fees, testing, inspector fees, legal feels, reimbursables, furniture, and equipment)
- Contingency
- Escalation

The resources used in order to determine the cost and prices of the project is mentioned in the listed below Resource Information. Disclaimer to the project costing are fluctuations of prices depending on current economic trend and economy.

Resources Information:

1. PBK Database

2. Book: Current Construction Remodeling/Repair Costs 2019
   55th Annual Edition, Sierra West Publishing
   ISBN 979-1-937984-32-8

Table 4-1 includes totals by priority with escalation percentage.

Table 4-1
Totals By Priority With Escalation

	Priority 1 2019 - 2022 (1 - 3 years)	Priority 2 2023 - 2026 (4 - 7 years)	Priority 3 2027 - 2034 (8 - 15 years)	Priority 4 2035 - 2051 (16+ years)	TOTAL COST Priorities 1 through 4
Nelson Avenue Middle School	--	$3,783,860	$6,683,420	$4,418,150	**$14,885,430**
Sierra Avenue Elementary School	$281,077	$2,252,526	$2,934,218	$1,202,231	**$6,670,052**
Poplar Avenue Elementary School	$3,457,529	$1,801,125	$1,642,041	$1,199,770	**$8,100,465**
Plumas Avenue Elementary School	$133,750	$1,321,276	$353,131	$1,565,877	**$3,374,033**
TLC and CDS	$2,767,003	$182,747	$251,838	$994,247	**$4,195,836**
Priority Totals	**$5,814,227**	**$9,341,534**	**$11,906,836**	**$9,380,275**	**$37,225,816**
***Escalation**	**7%**	**18%**	**35%**	**45%**	

*Escalation percentage increase included in cost tables.

See Appendix C, SmartSheets Per School Site, for costing detail school site and per item.

05
School Sites

05
School Sites

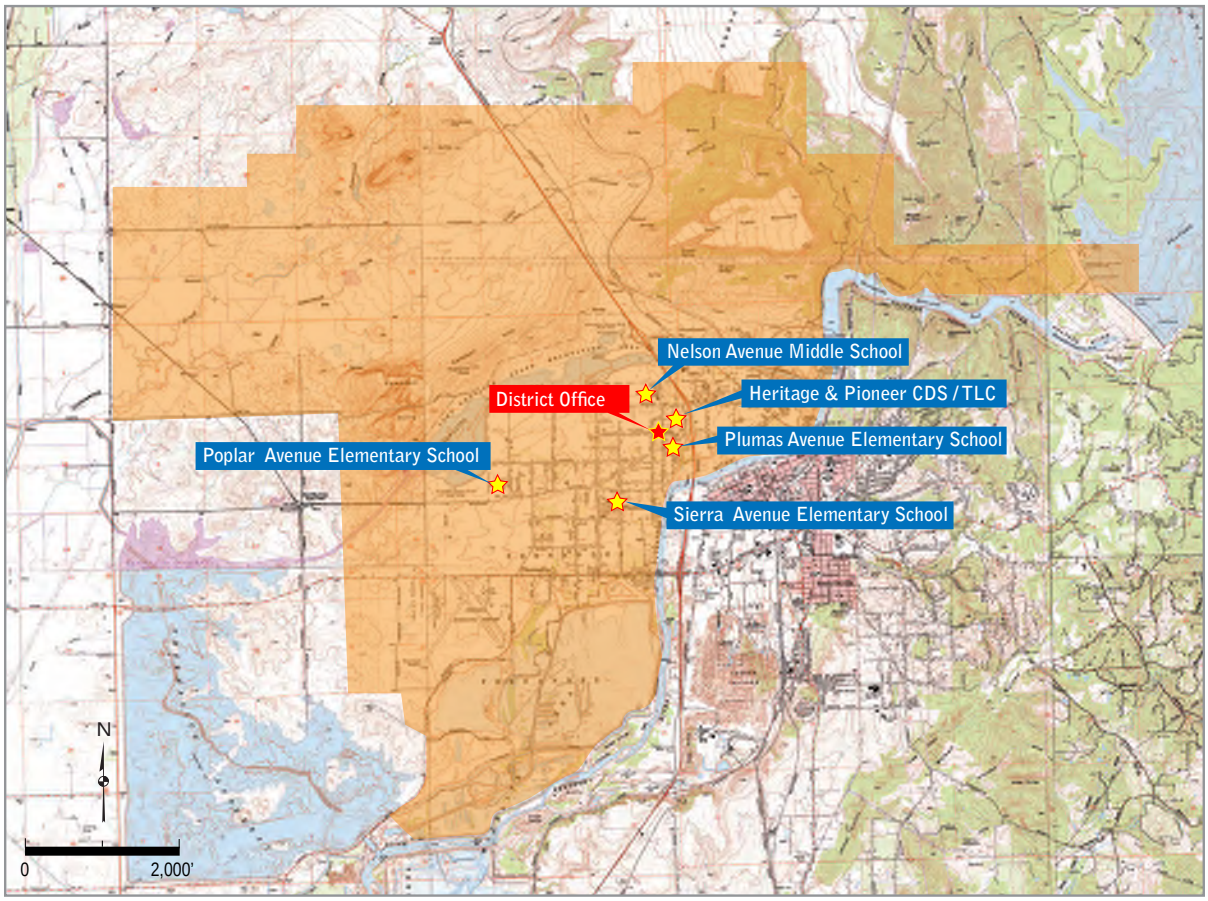
05 School Sites

The Sites

This section includes the individual school and district sites of Thermalito Union Elementary School District (TUESD) and provides site information, assessment findings, community comments, existing site plans, proposed master site plans, and projected costs by categories.

The sites included are:

1. Nelson Avenue Middle School
2. Sierra Avenue Elementary School
3. Poplar Avenue Elementary School
4. Plumas Avenue Elementary School
5. TLC Preschool
6. Heritage and Pioneer Community Day Schools



Source: USGS, 7-Minute Quadrangle

Figure 5-1
District Boundary and School Site Locations

Nelson Avenue Middle School

THERMALITO UNION ELEMENTARY SCHOOL DISTRICT

About the School:
Address:
2255 6th Street
Oroville, CA 95965
Phone: (530) 538-2940
Principal: Greg Kitchen

Statistics	
Classification | Grades	Middle School, 6-8
Original Building Completed	1955
Number of Portables	8
Building Area	68,982 square feet
Current Enrollment	467 (as of 2018/2019)

Nelson Avenue Middle School

AERIAL SITE MAP

2255 6TH STREET, OROVILLE CA 95965

SCALE: 100ft.

Nelson Avenue Middle School

EXISTING SITE PLAN

2255 6TH STREET OROVILLE CA 95965

SCALE: 50FT

LEGEND

ADMINISTRATION	LIBRARY	GYM	SHOP/MUSIC
CLASSROOM	MISC. BUILDING SUPPORT	LOCKERS	SCIENCE
COMPUTER	MULTIPURPOSE/CAFETERIA	SPECIAL EDUCATION	CONTAINER / SHED

P = PORTABLE
M = MODULAR

Nelson Avenue Middle School

PROPOSED SITE PLAN

2255 6TH STREET, OROVILLE CA 95965

SCALE: 50FT

LEGEND

EXISTING - NO / MINIMUM WORK	NEW BUILDING	FENCING
LIGHT MODERNIZATION	RE-PURPOSE	(1) INTERIOR REPAIR
MEDIUM MODERNIZATION	DEMOLITION	(2) EXTERIOR REPAIR
		(3) SITE REPAIR

(P1) PRIORITY 1 PROJECT (P2) PRIORITY 2 PROJECT (P3) PRIORITY 3 PROJECT (P4) PRIORITY 4 PROJECT

Sierra Avenue Elementary School

THERMALITO UNION ELEMENTARY SCHOOL DISTRICT

About the School:
Address:
1050 Sierra Avenue
Oroville, CA 95965
Phone: (530) 538-2920
Principal: Lisa Shaw

Statistics	
Classification | Grades	Elementary School, Grades 1-5
Original Building Completed	1941
Number of Portables	10
Building Area	42,950 square feet
Current Enrollment	325 (as of 2018/2019)

Sierra Avenue Elementary School

AERIAL SITE MAP

1050 SIERRA AVENUE, OROVILLE CA 95965

SCALE: 100ft.

Sierra Avenue Elementary School

EXISTING SITE PLAN

1050 SIERRA AVE, OROVILLE CA 95965

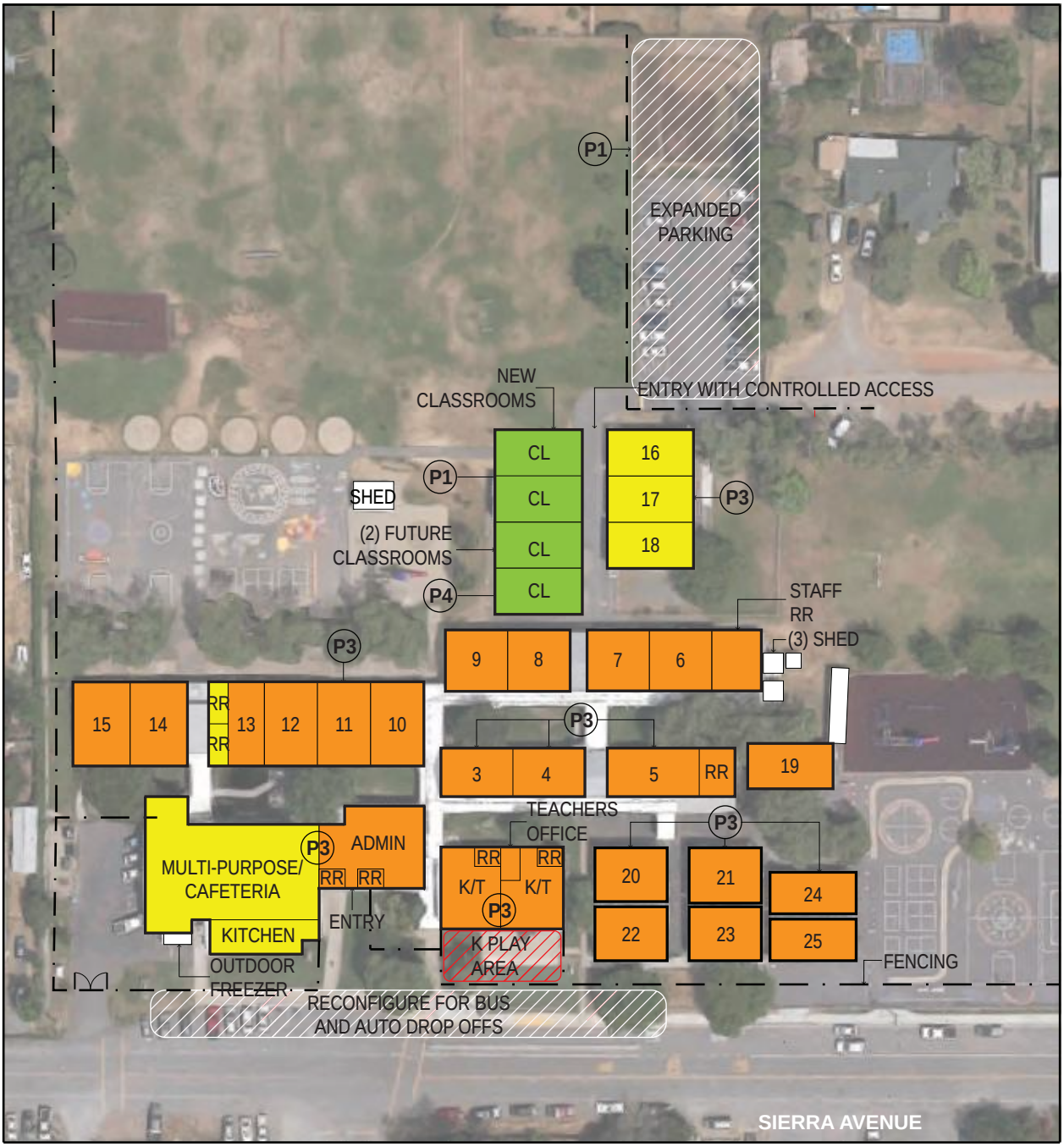
SCALE: 50FT

LEGEND

- EXISTING - NO/MINIMUM WORK
- LIGHT MODERNIZATION
- MEDIUM MODERNIZATION
- NEW BUILDING
- RE-PURPOSE
- DEMOLITION
- FENCING
- (1) INTERIOR REPAIR
- (2) EXTERIOR REPAIR
- (3) SITE REPAIR
- (P1) PRIORITY 1 PROJECT
- (P2) PRIORITY 2 PROJECT
- (P3) PRIORITY 3 PROJECT
- (P4) PRIORITY 4 PROJECT

Sierra Avenue Elementary School

PROPOSED SITE PLAN



1050 SIERRA AVE, OROVILLE CA 95965

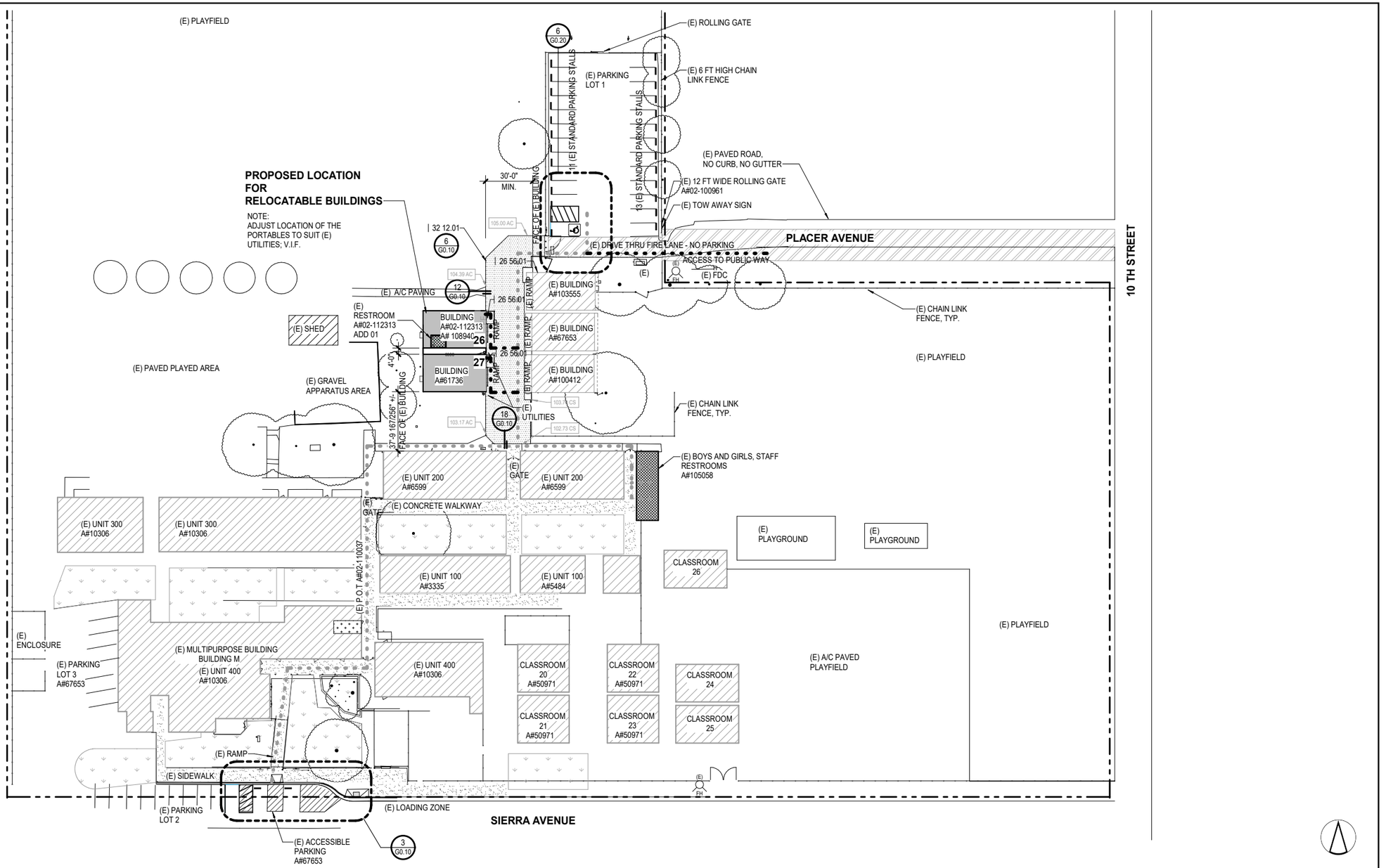
SCALE: 50FT

LEGEND

ADMINISTRATION	LIBRARY	K & TK
CLASSROOM	MISC. BUILDING SUPPORT	CONTAINER
COMPUTER	MULTIPURPOSE/CAFETERIA	

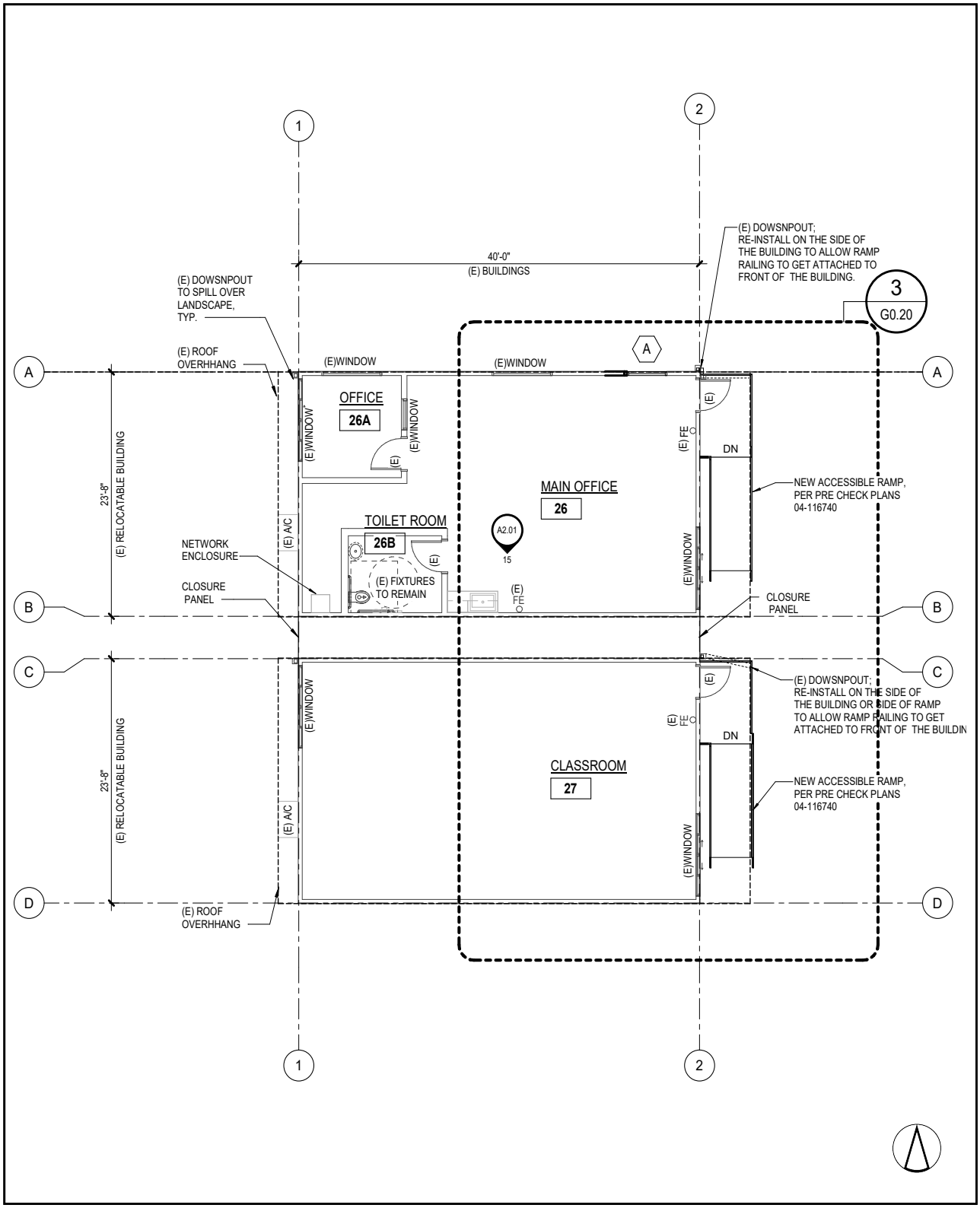
Sierra Avenue - Relocatables Site Plan

ACTUAL COMPLETED SITE PLAN



Sierra Avenue - Relocatables Floor Plan

ACTUAL COMPLETED FLOOR PLAN



Poplar Avenue Elementary School

THERMALITO UNION ELEMENTARY SCHOOL DISTRICT

About the School:
Address:
2075 Poplar Street
Oroville, CA 95965
Phone: (530) 538-2910
Principal: William Harrington

Statistics	
Classification | Grades	Elementary School, Grades 1-5
Original Building Completed	1966
Number of Portables	21
Building Area	38,523 square feet
Current Enrollment	414 (as of 2018/2019)

Poplar Avenue Elementary School

AERIAL SITE MAP

2075 POPLAR STREET, OROVILLE CA 95965

SCALE: 100ft.

Poplar Avenue Elementary School

EXISTING SITE PLAN

2075 POPLAR STREET, OROVILLE CA 95965

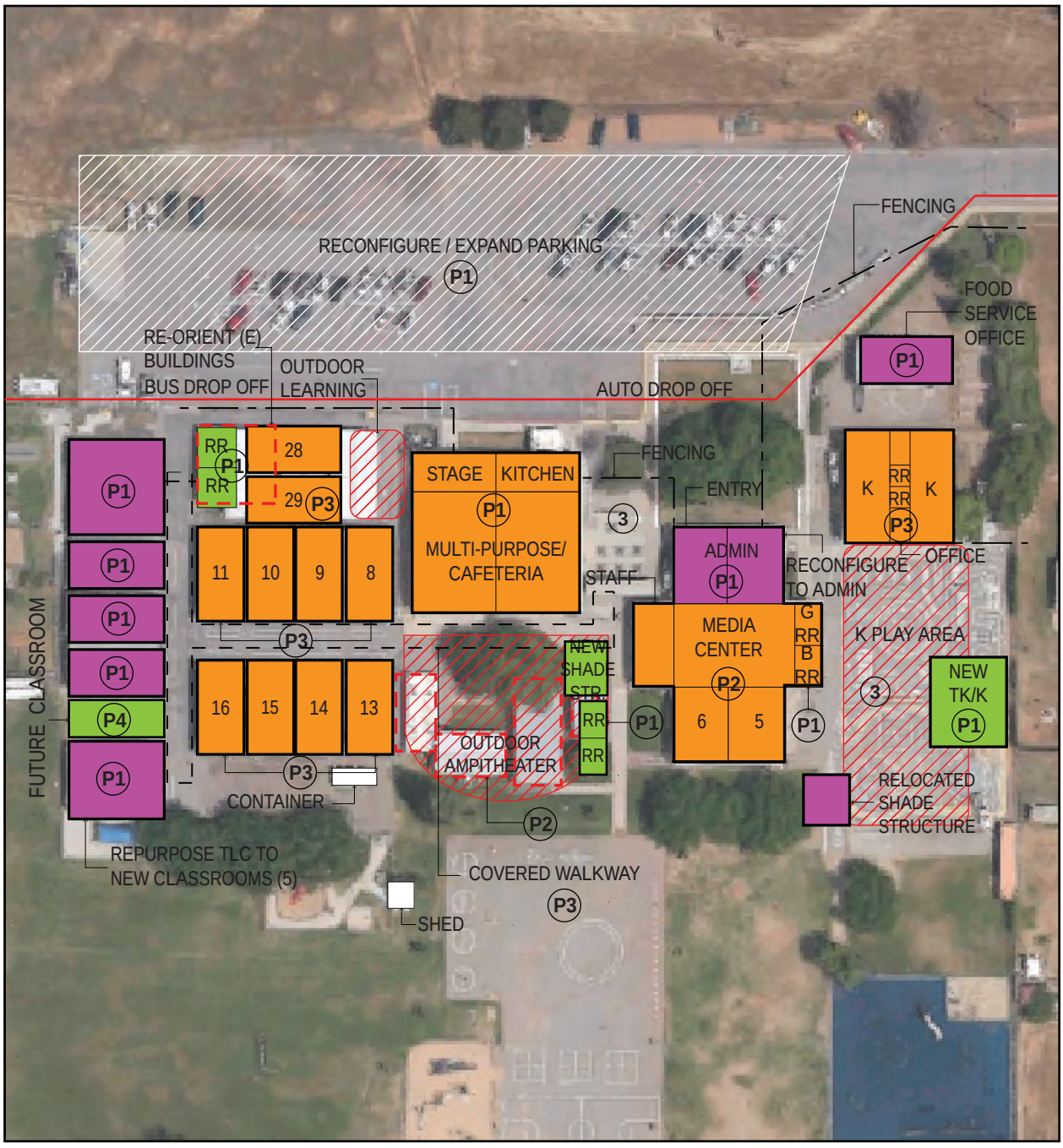
SCALE: 50FT

LEGEND

ADMINISTRATION	LIBRARY	K & TK
CLASSROOM	MISC. BUILDING SUPPORT	SHADE STRUCTURE
COMPUTER	MULTIPURPOSE/CAFETERIA	CONTAINER

Poplar Avenue Elementary School

PROPOSED SITE PLAN



2075 POPLAR STREET, OROVILLE CA 95965

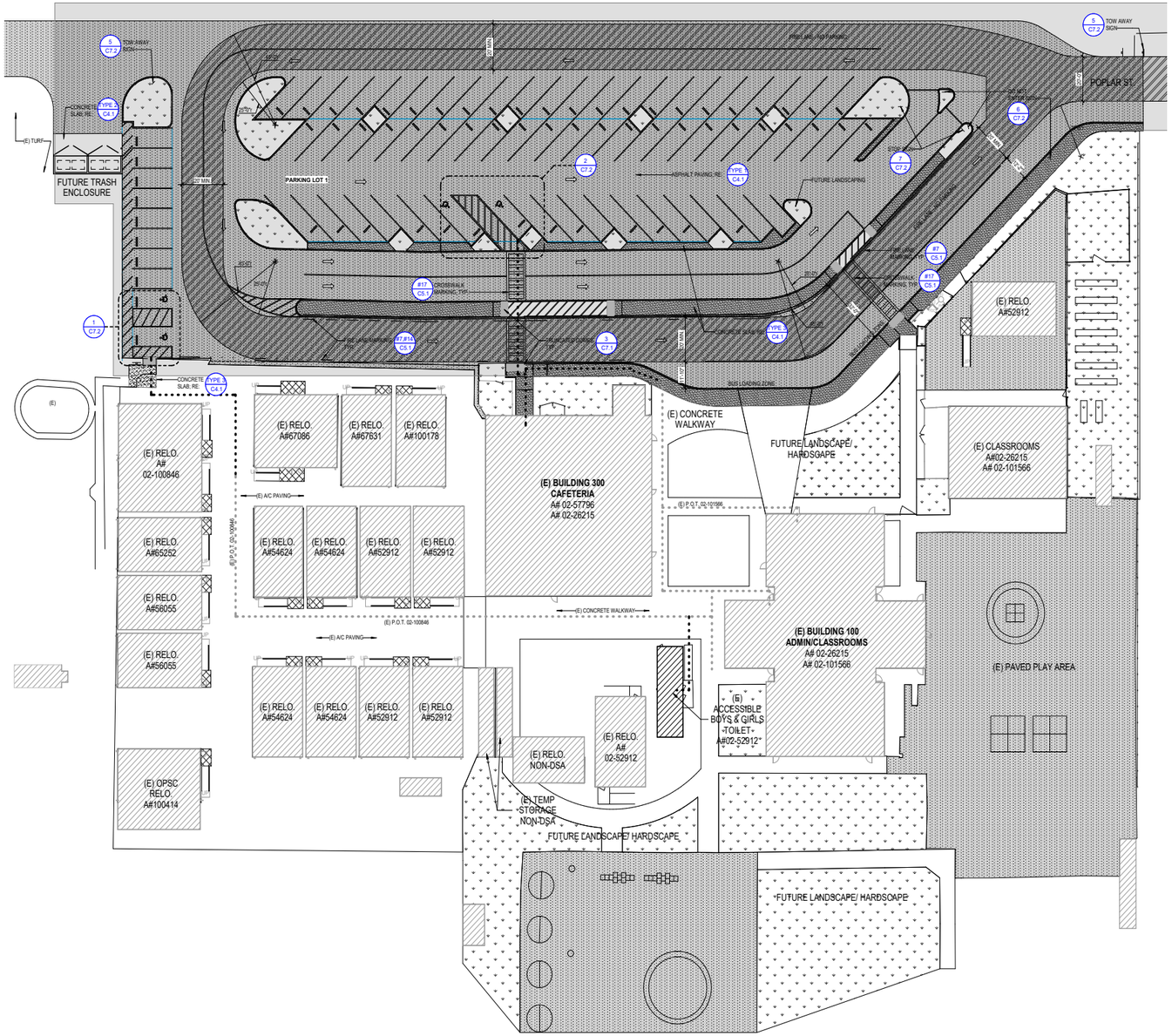
SCALE: 50FT

LEGEND

- EXISTING - NO / MINIMUM WORK
- LIGHT MODERNIZATION
- MEDIUM MODERNIZATION
- NEW BUILDING
- RE-PURPOSE
- DEMOLITION
- FENCING
- (1) INTERIOR REPAIR
- (2) EXTERIOR REPAIR
- (3) SITE REPAIR
- (P1) PRIORITY 1 PROJECT
- (P2) PRIORITY 2 PROJECT
- (P3) PRIORITY 3 PROJECT
- (P4) PRIORITY 4 PROJECT

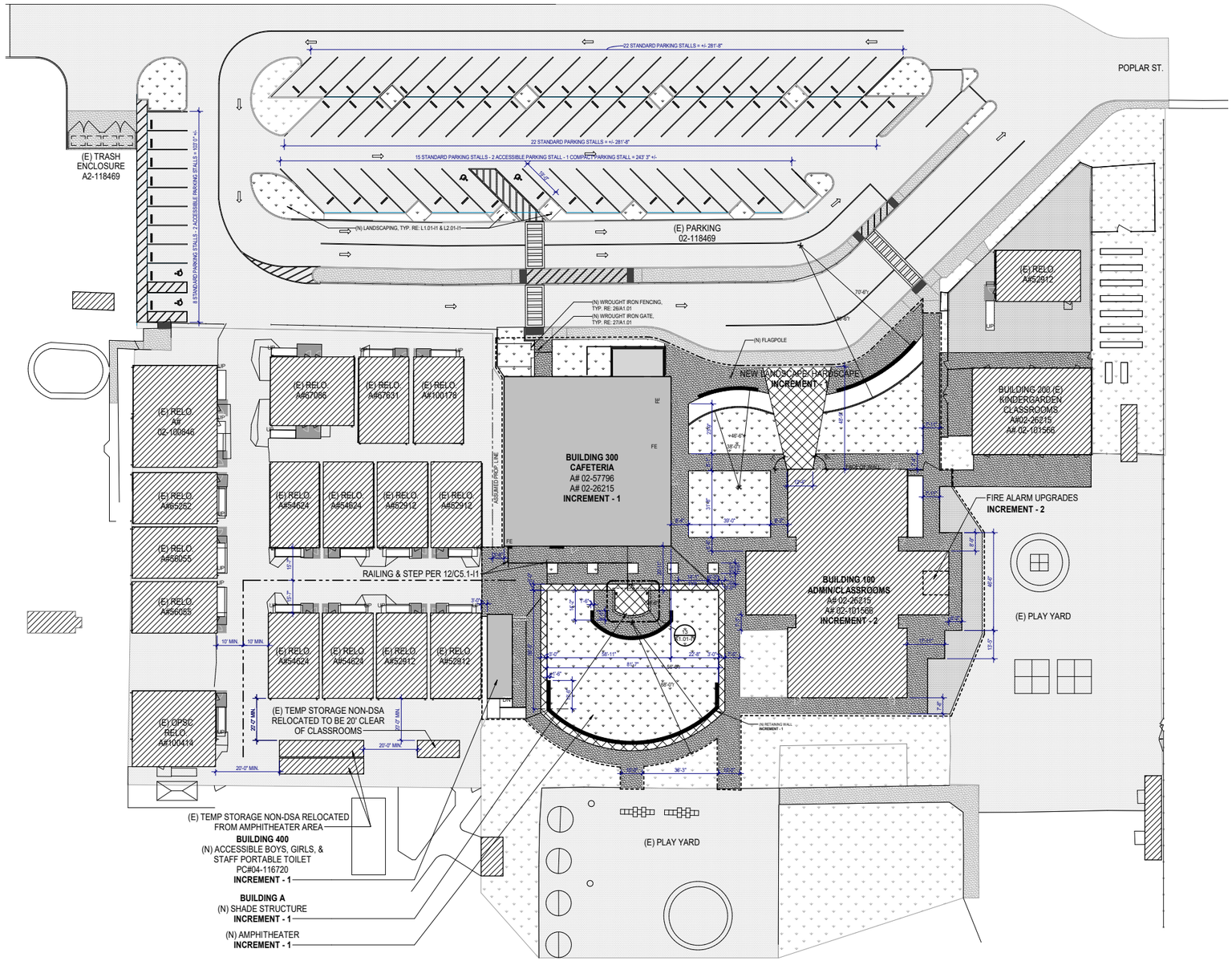
Popular Avenue - Parking Lot Site Plan

ACTUAL COMPLETED SITE PLAN



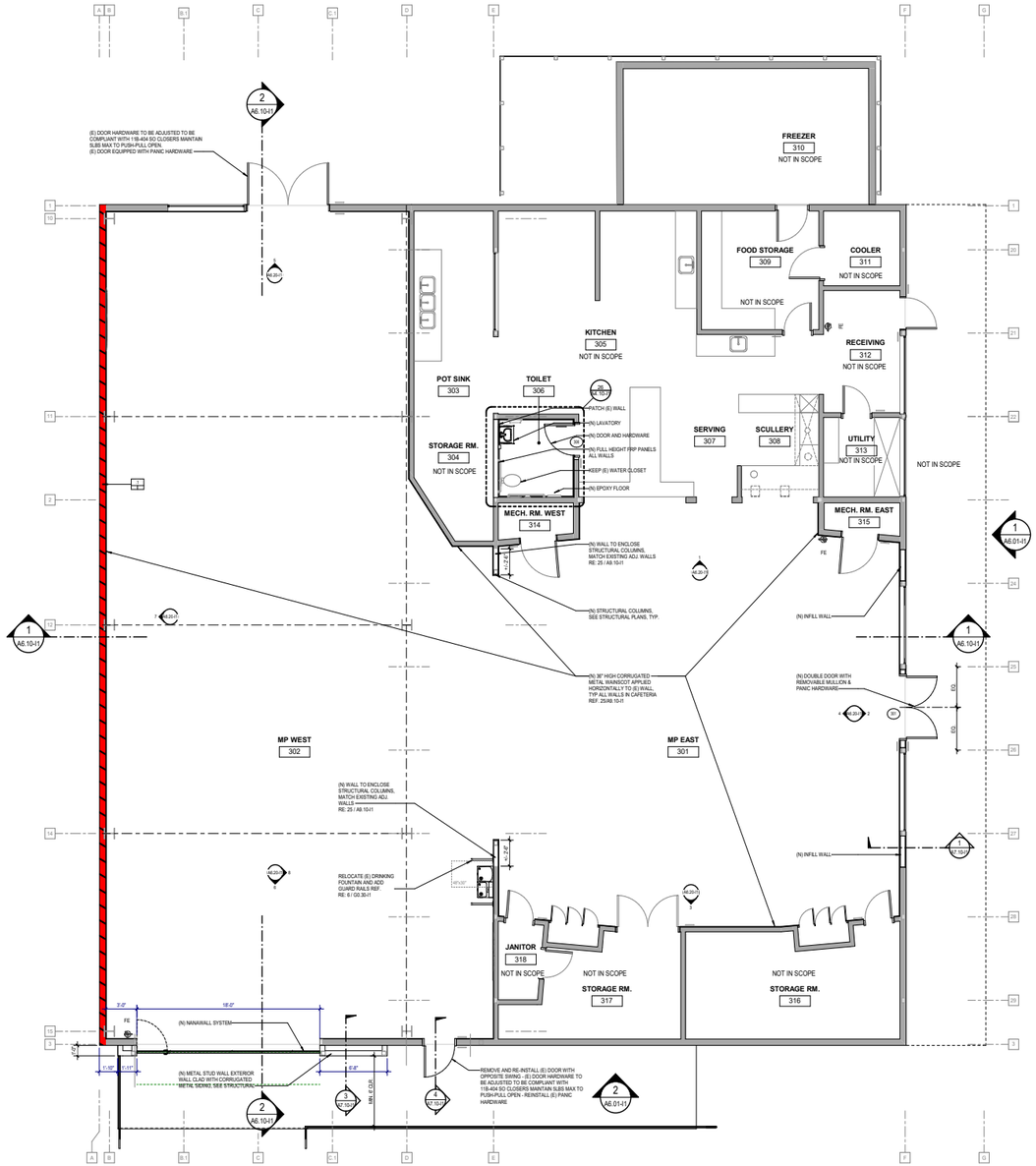
Poplar Avenue - Modernization Inc 1 Site Plan

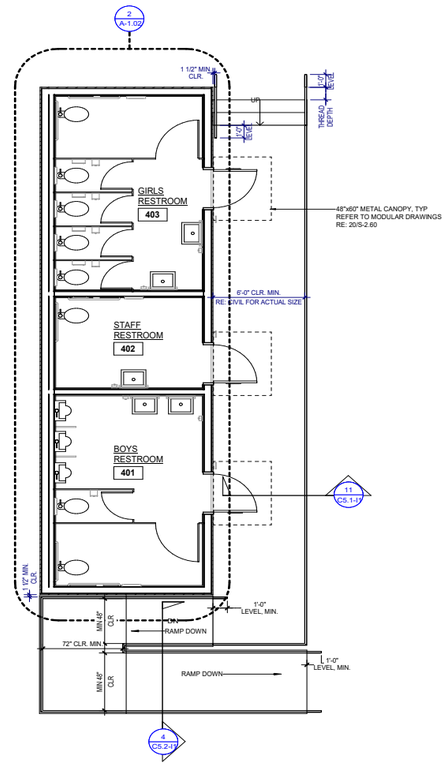
ACTUAL COMPLETED SITE PLAN



Poplar Avenue - Modernization Inc 1 Floor Plan

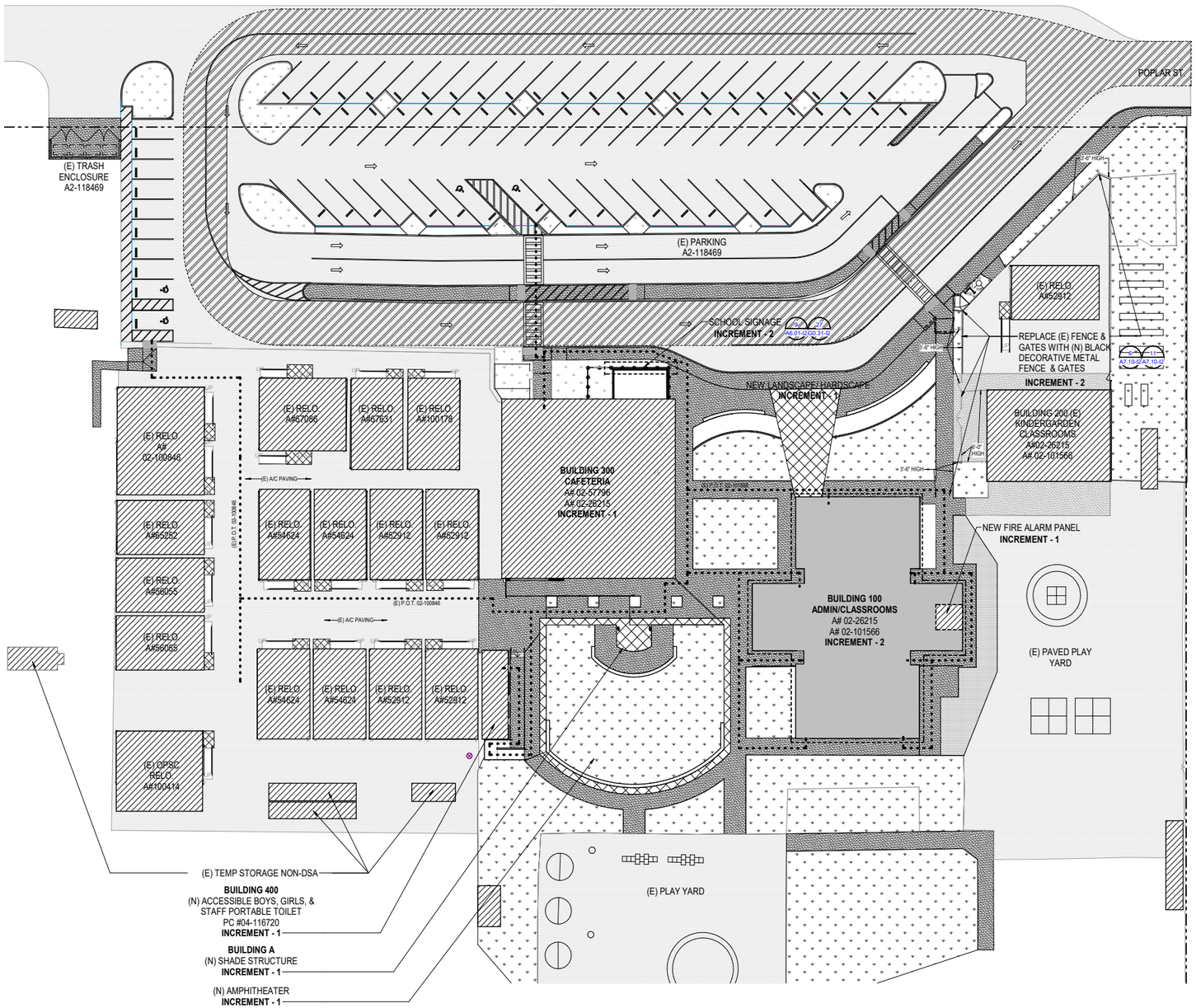
ACTUAL COMPLETED Floor PLAN





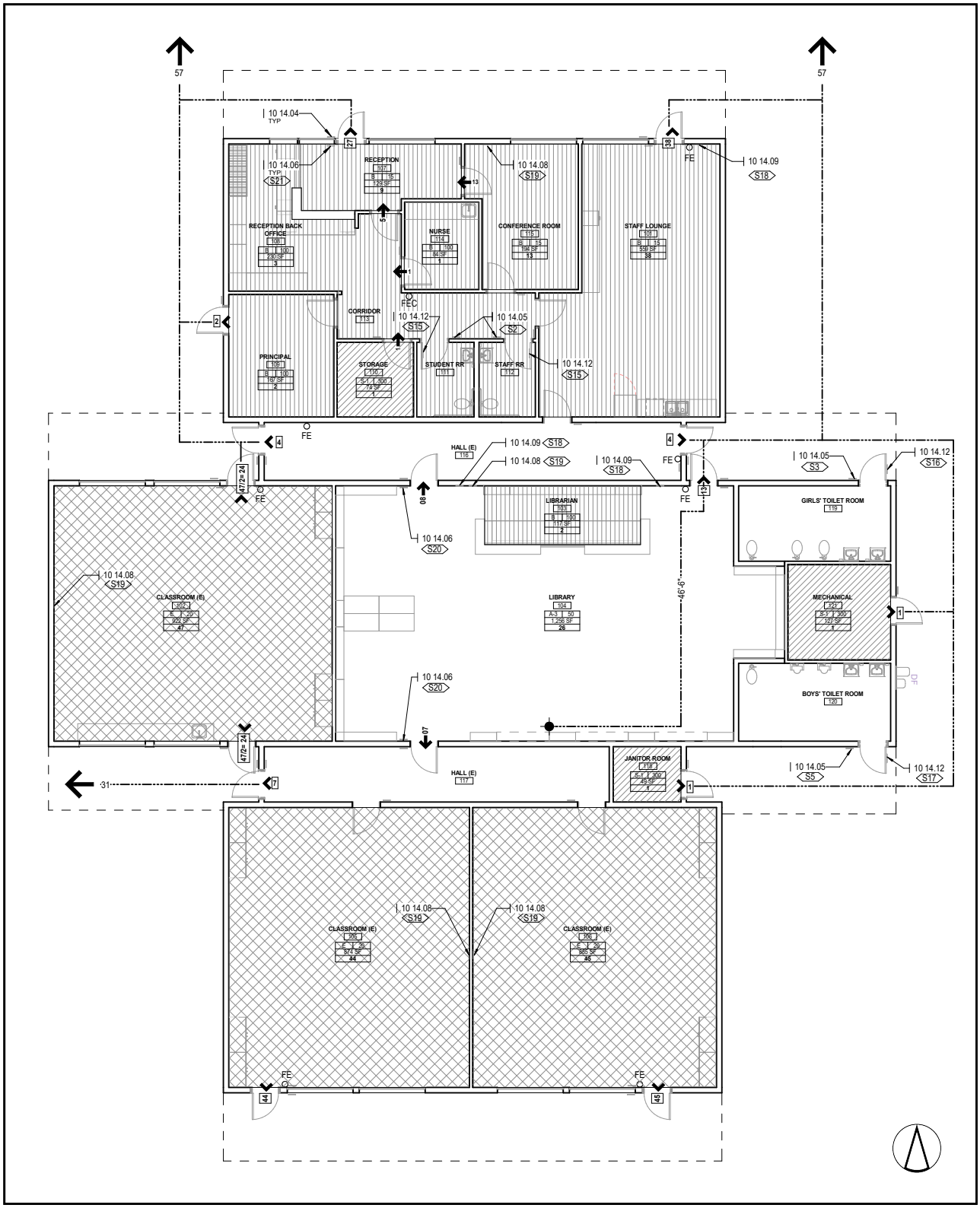
Poplar Avenue - Modernization Inc 2 Site Plan

ACTUAL COMPLETED SITE PLAN



Poplar Avenue - Mod. Inc 2 Floor Plan

ACTUAL COMPLETED FLOOR PLAN



Plumas Avenue Elementary School

THERMALITO UNION ELEMENTARY SCHOOL DISTRICT

About the School:
Address:
440 Plumas Avenue
Oroville, CA 95965
Phone: (530) 538-2930
Principal: Rochelle Simmons

Statistics	
Classification | Grades	Elementary School, Grades 1-5
Original Building Completed	2004
Number of Portables	18 (this includes original portables)
Building Area	24,320 square feet
2018/2019 Current Enrollment	330 (as of 2018/2019)

Plumas Avenue Elementary School

AERIAL SITE MAP

440 PLUMAS AVENUE, OROVILLE CA 95965

SCALE: 100ft.

Plumas Avenue Elementary School

EXISTING SITE PLAN

440 PLUMAS AVENUE, OROVILLE CA 95965

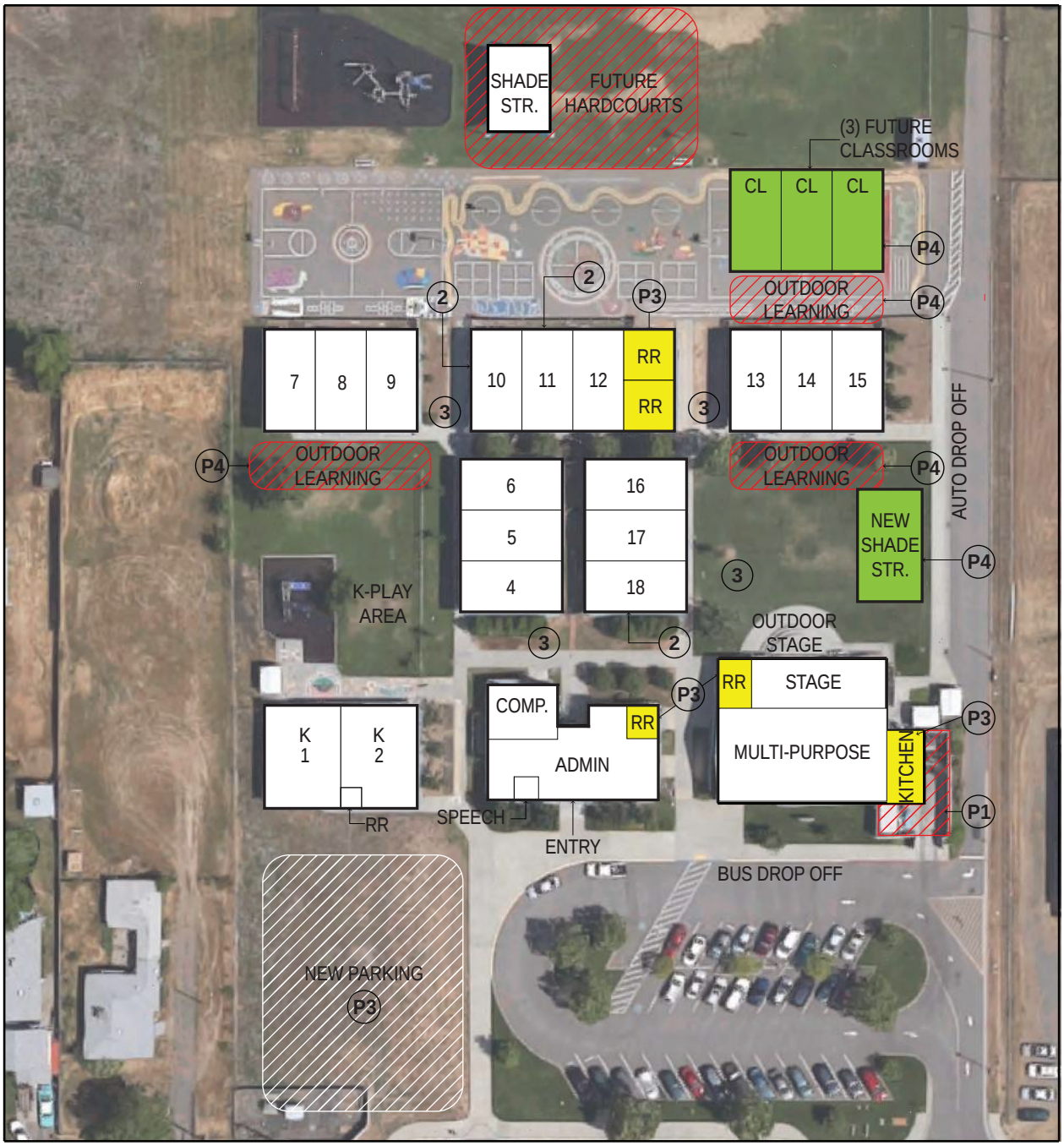
SCALE: 50FT

LEGEND

ADMINISTRATION	LIBRARY	K & TK
CLASSROOM	MISC. BUILDING SUPPORT	SHADE STRUCTURE
COMPUTER	MULTIPURPOSE/CAFETERIA	

Plumas Avenue Elementary School

PROPOSED SITE PLAN



440 PLUMAS AVENUE, OROVILLE CA 95965

SCALE: 50FT

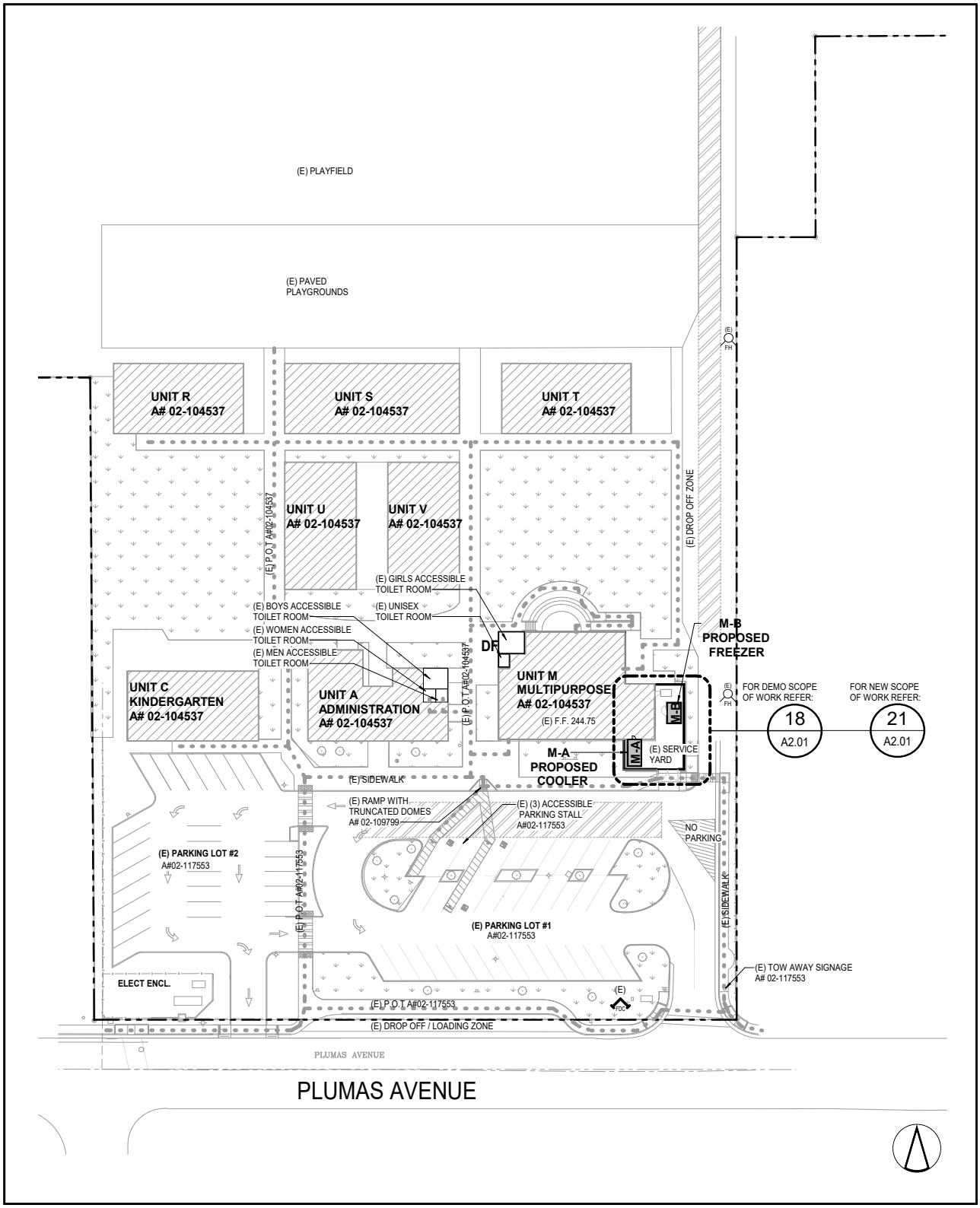
LEGEND

EXISTING - NO / MINIMUM WORK	NEW BUILDING	FENCING
LIGHT MODERNIZATION	RE-PURPOSE	(1) INTERIOR REPAIR
MEDIUM MODERNIZATION	DEMOLITION	(2) EXTERIOR REPAIR
		(3) SITE REPAIR

(P1) PRIORITY 1 PROJECT (P2) PRIORITY 2 PROJECT (P3) PRIORITY 3 PROJECT (P4) PRIORITY 4 PROJECT

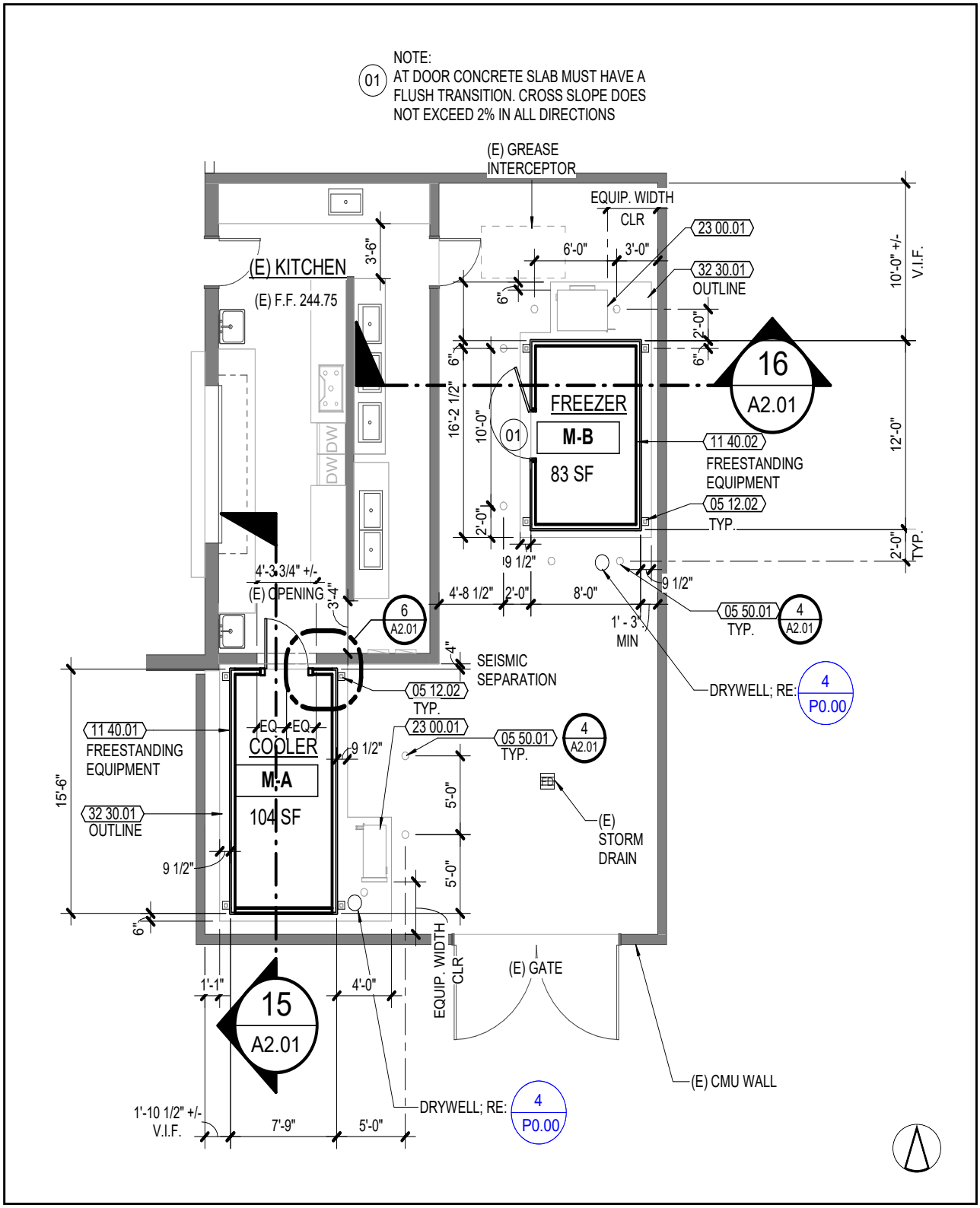
Plumas Avenue - Cooler/Freezer Site Plan

ACTUAL COMPLETED SITE PLAN



Plumas Avenue - Cooler/Freezer

ACTUAL COMPLETED FLOOR PLAN



TLC Preschool (at Poplar Avenue ES)

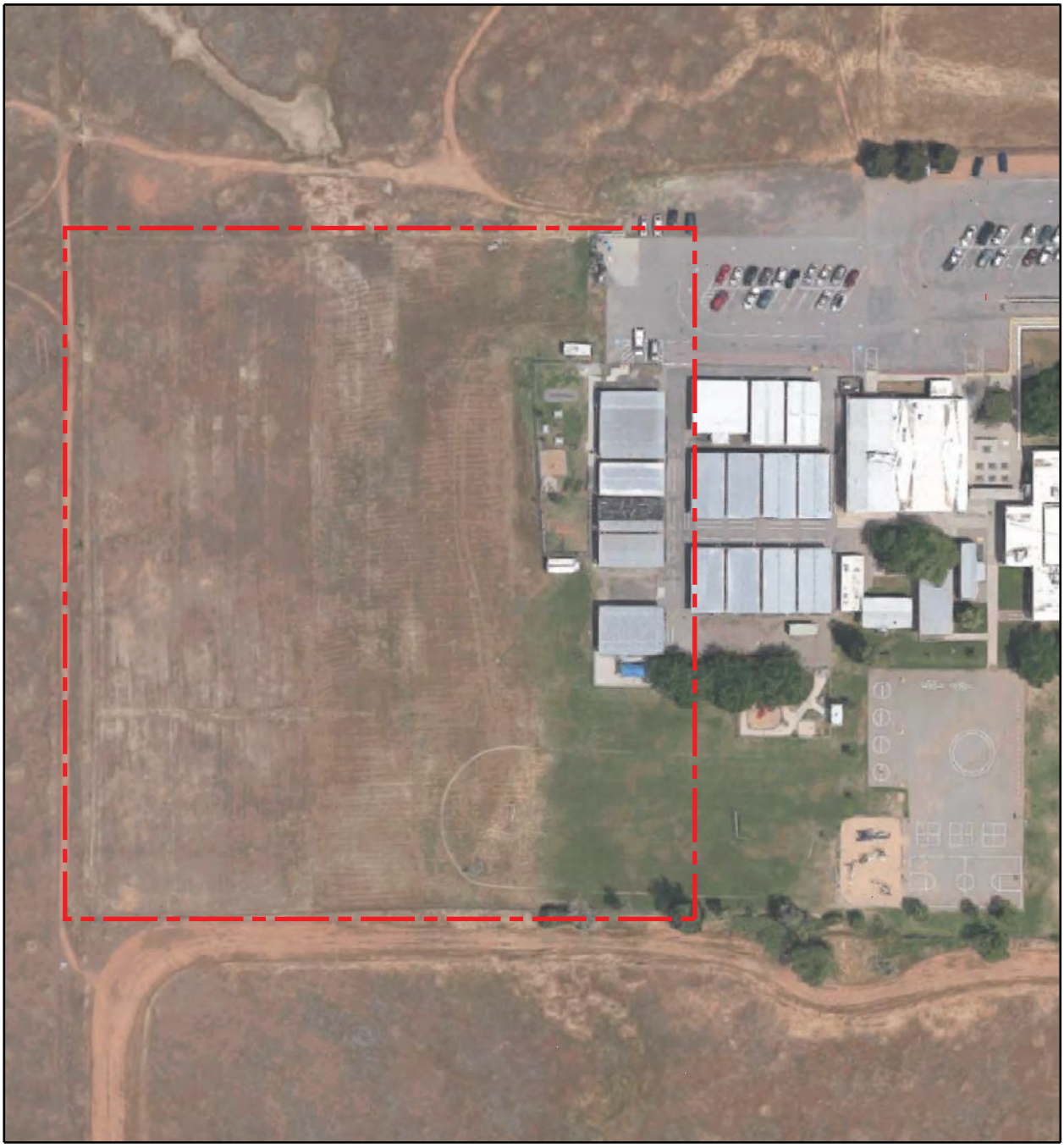
THERMALITO UNION ELEMENTARY SCHOOL DISTRICT

About the School:
2075 Poplar Street
Oroville, CA 95965
Phone: (530) 538-2950
Director: Robyn Solansky

Statistics	
Classification | Grades	Daycare
Original Building Completed	1966
Number of Portables	5
Current Enrollment	127 (as of 2018/2019)

TLC Preschool (at Poplar Avenue ES)

AERIAL SITE MAP



2075 POPLAR STREET, OROVILLE CA 95965

SCALE: 100ft.

TLC Preschool (at Poplar Avenue ES)

EXISTING SITE PLAN

2075 POPLAR STREET, OROVILLE CA 95965

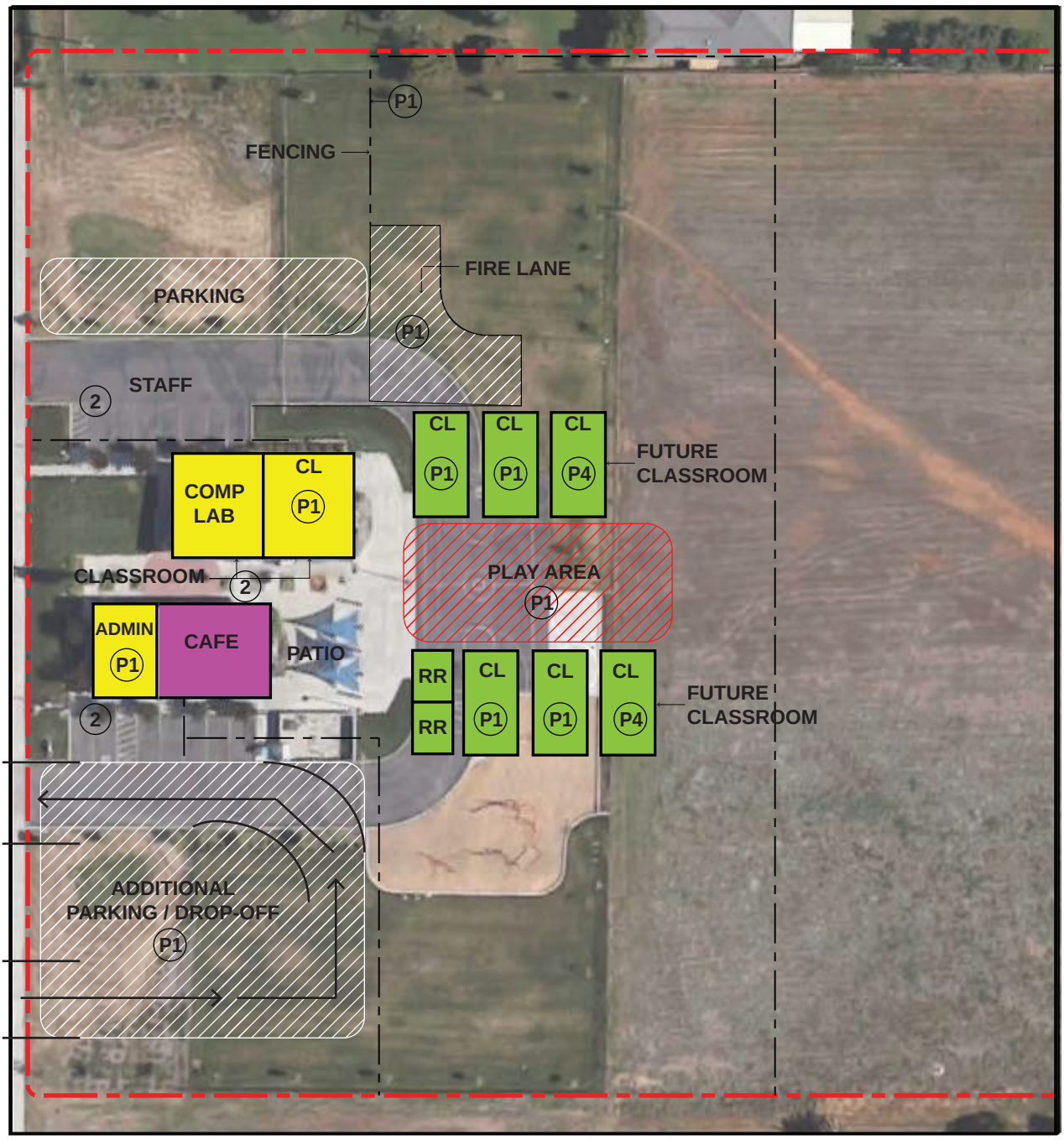
SCALE: 50FT

LEGEND

ADMINISTRATION	LIBRARY	K & TK
CLASSROOM	MISC. BUILDING SUPPORT	SHADE STRUCTURE
COMPUTER	MULTIPURPOSE/CAFETERIA	

TLC Preschool (at CDS)

PROPOSED SITE PLAN – Relocated to Heritage & Pioneer CDS



2060 6TH ST, OROVILLE CA 95965

SCALE: 100ft.

Note: Existing TLC Preschool buildings/site to be absorbed by Poplar Elementary School.

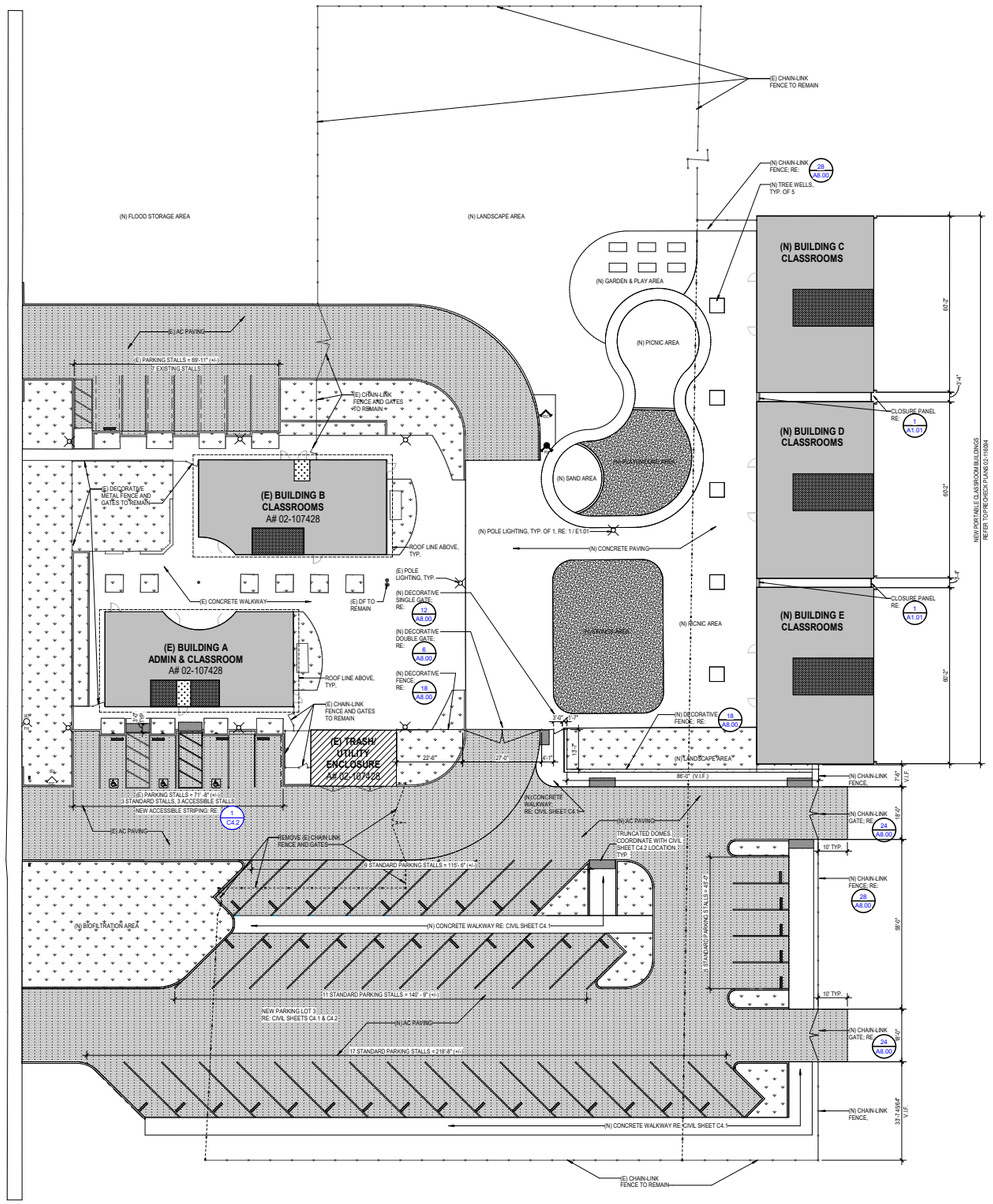
LEGEND

EXISTING - NO / MINIMUM WORK	NEW BUILDING	FENCING
LIGHT MODERNIZATION	RE-PURPOSE	1 INTERIOR REPAIR
MEDIUM MODERNIZATION	DEMOLITION	2 EXTERIOR REPAIR
		3 SITE REPAIR

P1 PRIORITY 1 PROJECT P2 PRIORITY 2 PROJECT P3 PRIORITY 3 PROJECT P4 PRIORITY 4 PROJECT

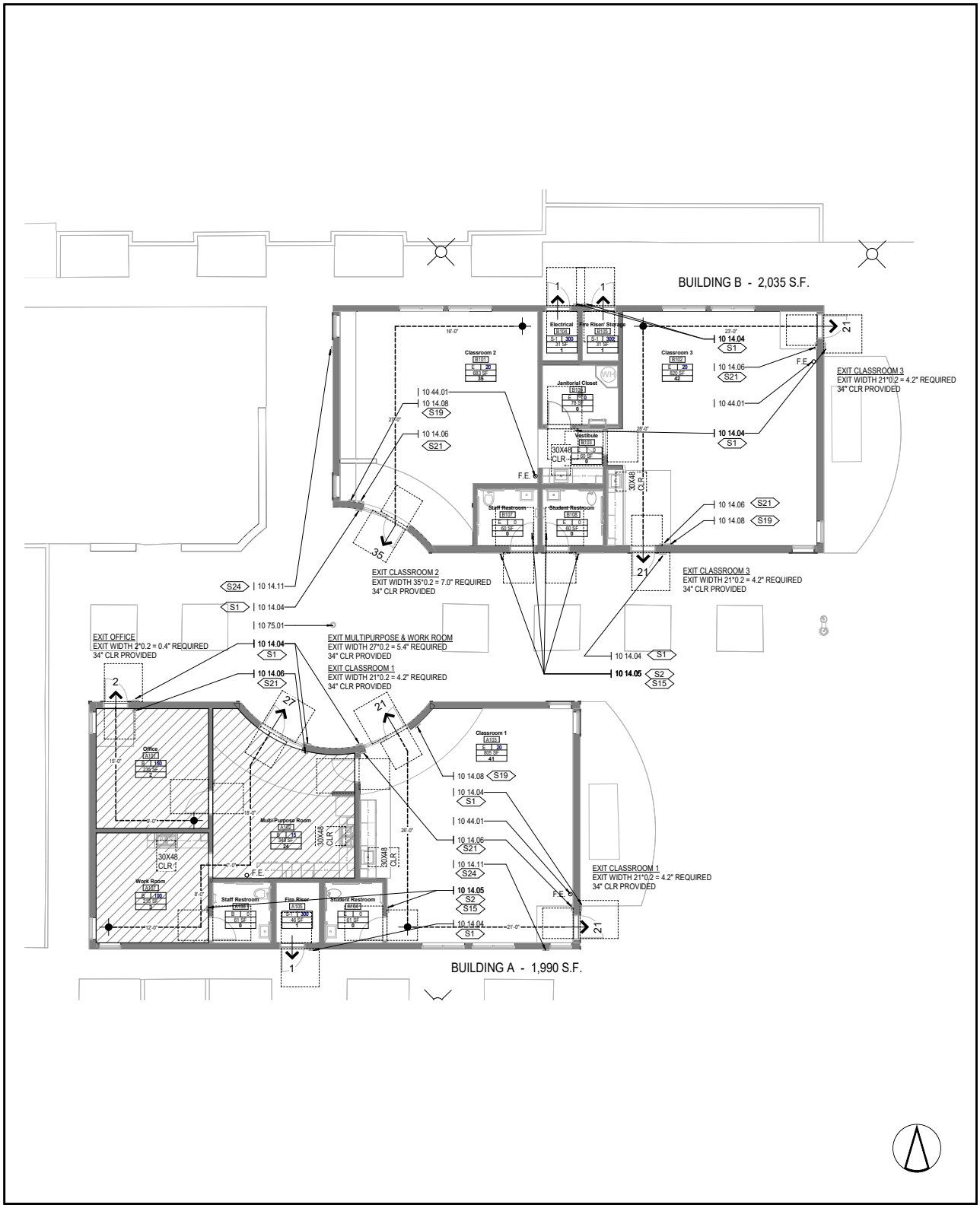
TLC Pre- School Site Plan

ACTUAL COMPLETED SITE PLAN



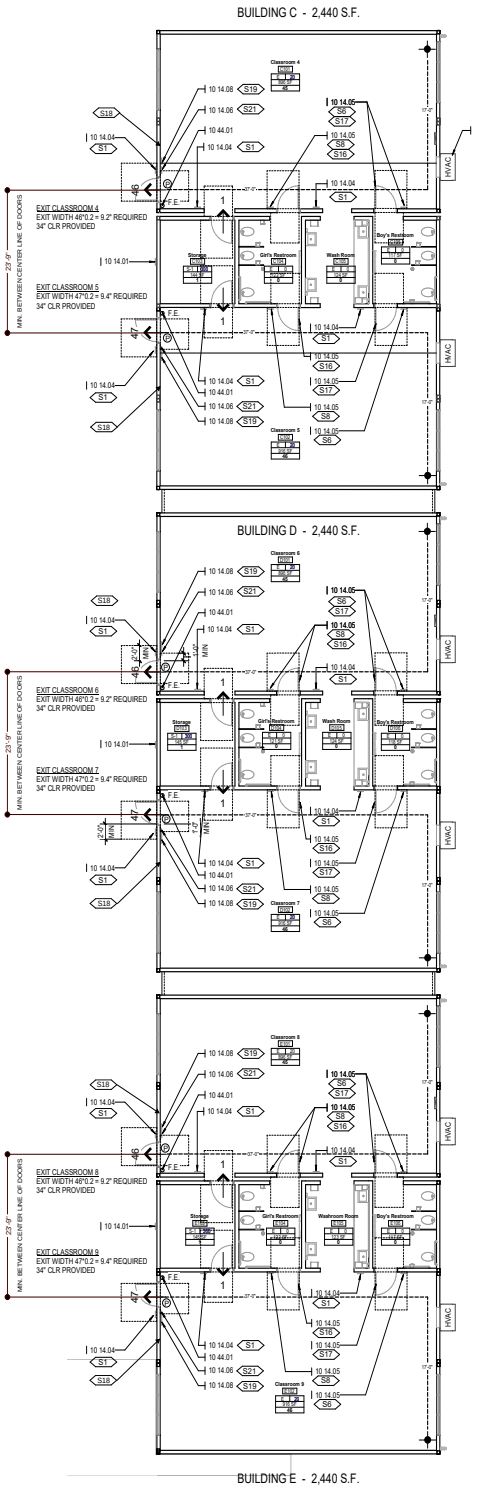
TLC Pre-school - Remodeled Buildings

ACTUAL COMPLETED FLOOR PLAN



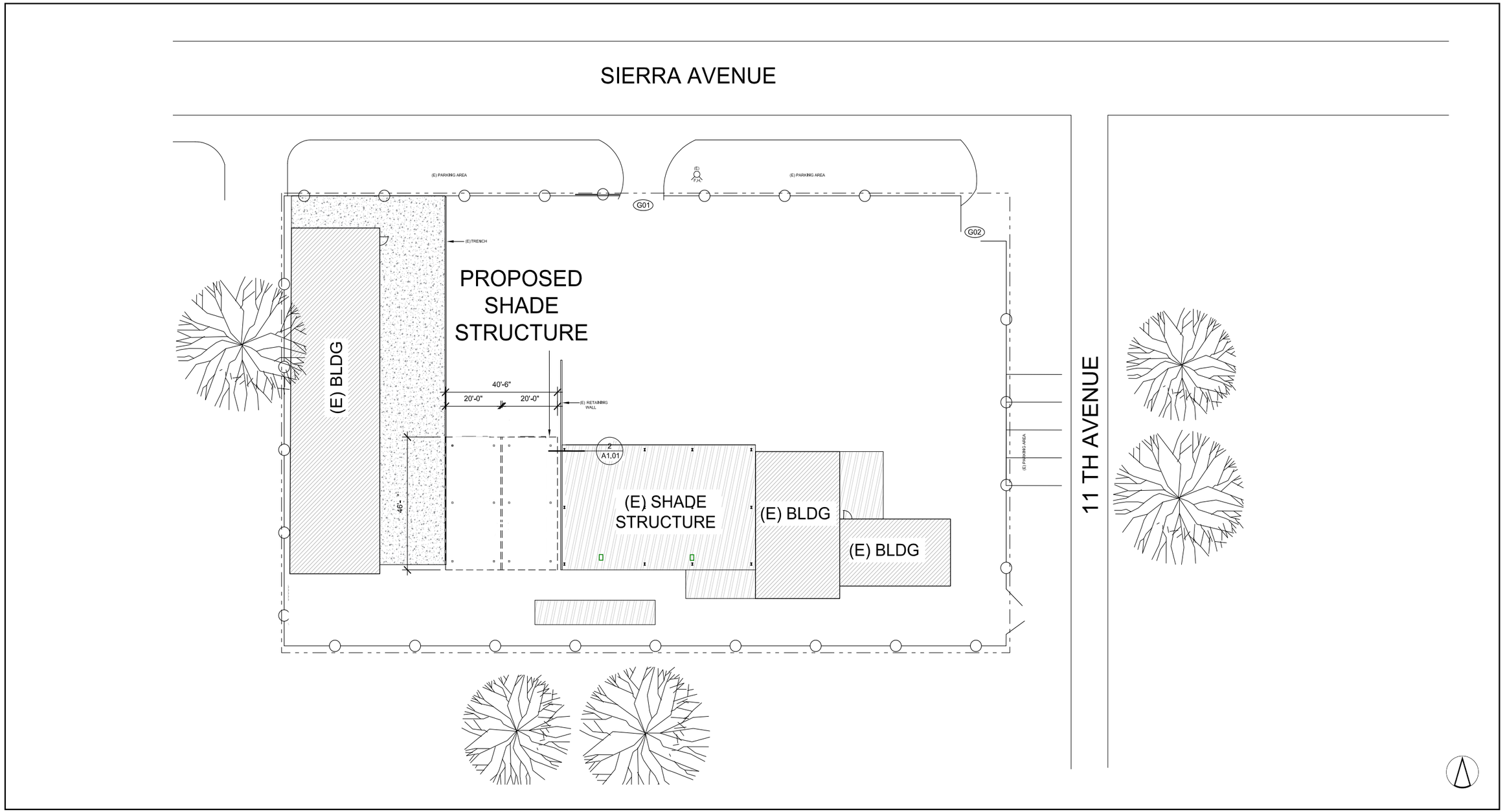
TLC Pre-school - New Buildings

ACTUAL COMPLETED FLOOR PLAN



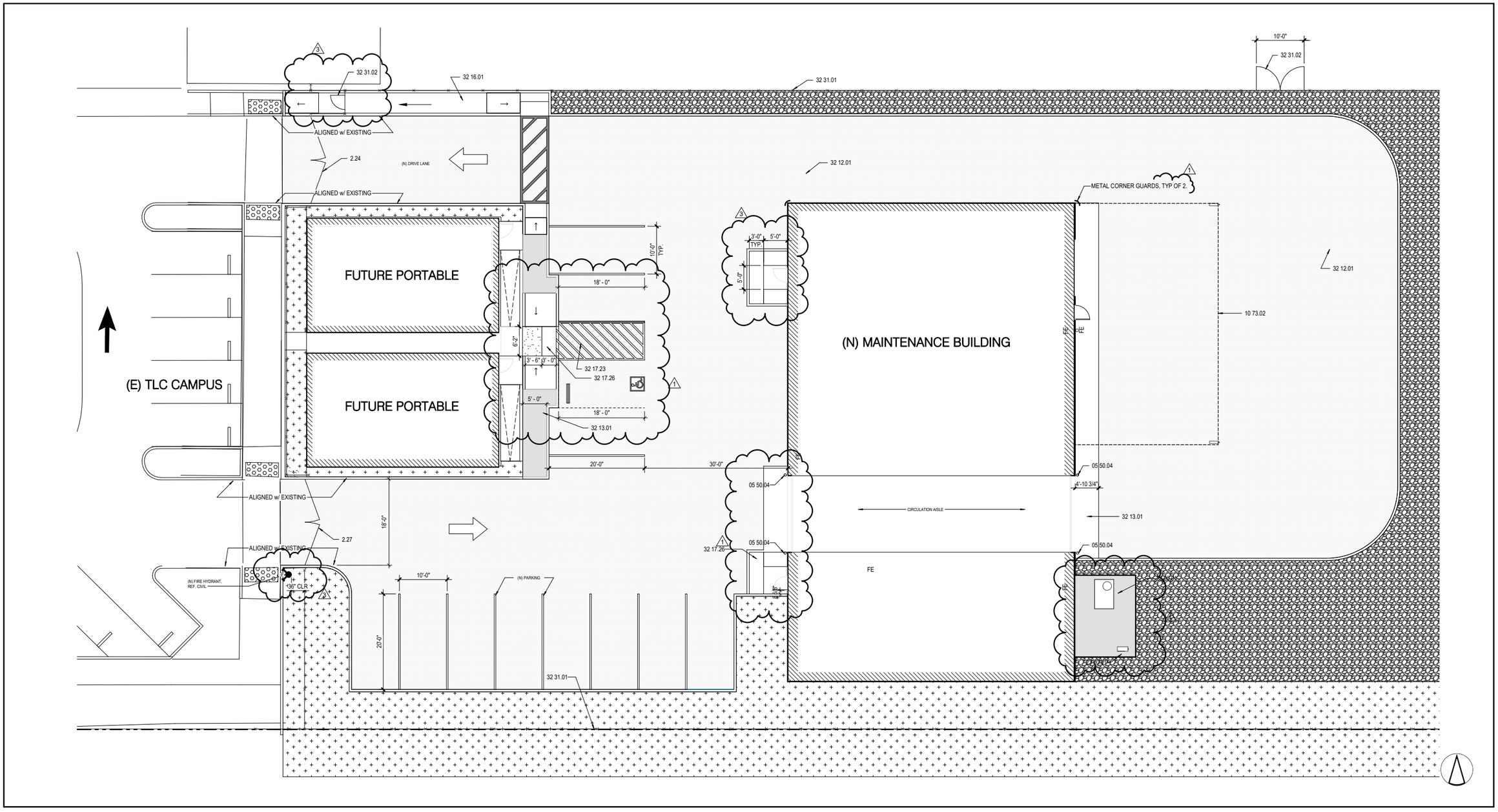
Bus Shade Structure & RV Station Site Plan

ACTUAL COMPLETED SITE PLAN



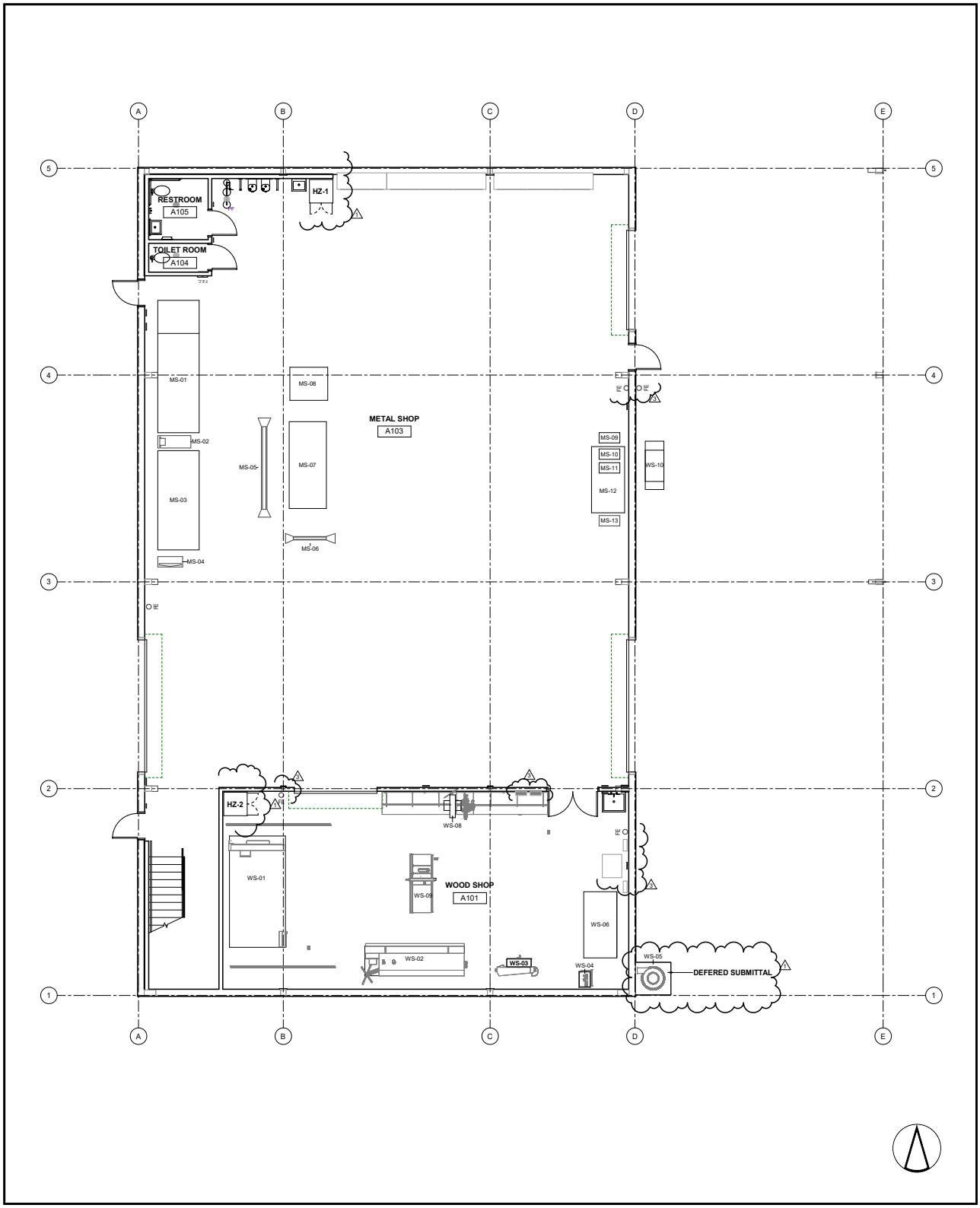
Maintenance Building Site Plan

ACTUAL COMPLETED SITE PLAN



Maintenance Building Floor Plan

ACTUAL COMPLETED FLOOR PLAN



06
Implementation

06
Implementation

06 Implementation

Funding Overview

State School Building Program/Federal

Thermalito Union Elementary School District (TUESD) has previously been active in the State School Building Program, bringing over $17 million to the District for both new construction and modernization work from previously completed projects under Facility Hardship or matching requirements under the State School Facilities Program (SFP). The District is committed to leveraging the local investment of Measure Z, the $4.5 million local bond passed by the voters in November 2018, and will pursue all available supplemental funding opportunities within the state and federal programs to supplement Measure Z dollars for planned projects within this 2019 Long Range Facility Master Plan (LRFMP). In addition, should development occur within the District boundaries, developer fees will be utilized for projects impacted by such development. The District currently has approximately $8.9 million available in new construction and modernization SFP eligibility.

The State Building Program funding comes from statewide facility bonds passed from 1982 to 2019. There have been 16 propositions attempted and 15 propositions passed statewide for facility funding bringing $61.68 billion in facility funding. The current SFP was implemented in 1998 under Proposition 1A with funding provided in the form of per-pupil grants, with supplemental grants for site acquisition, multi-level construction, service site, off-site utilities, energy, small school and labor compliance, and 50-year-old buildings. The total amount of facility funding needed for California schools during the next decade for new construction and modernization is expected to be $117 billion (in 2018 dollars); according to recent studies in California, we pay the highest cost-per-square-foot and have the smallest schools of the 10 most populous states.

The State Allocation Board (SAB) is responsible for determining the allocation of state resources including proceeds from General Obligation Bond issues and other designated state funds used for the new construction and modernization of state school facilities. The SAB is also charged with the responsibility for the administration of the state SFP. The SAB is the policy level body for the programs administered by the Office of Public School Construction (OPSC). The OPSC, as staff to the SAB, implements and administers the SFP and other programs. The OPSC is charged with the responsibility of verifying that all applicant school districts meet specific criteria based on the type of funding that is being requested. The OPSC prepares recommendations for the SAB's review and approval.

The SFP provides state funding assistance for two major types of facilities construction projects: new construction and modernization. The process for accessing the state assistance for this funding is divided into two steps which include 1) an application for eligibility and 2) an application for funding.

Applications for Eligibility

Applications for eligibility are approved by the SAB and this approval establishes that a school district meets the criteria under law to receive assistance for new construction or modernization. Eligibility applications do not result in state funding. In order to receive the funding for eligible projects, a district must file a funding application with the OPSC for approval by the SAB.

For modernizations, it is site specific with the building age — 20-year-old portables and 25-year-old permanent classrooms to become eligible. For new construction, a district must demonstrate that existing seating capacity is insufficient to house the pupils existing and anticipated in the district using a five-year projection of enrollment. Once the new construction eligibility is determined, a "baseline" is created that remains in place as the basis of all future applications. The baseline is adjusted for changes in enrollment and for facilities added by the district. Projecting enrollment into the future involves using current and historical California Basic Educational Data System (CBEDS) enrollment data for the district. The data collected is then projected into the future for five years using a method known as Cohort Survival Projection.

Applications for Funding

Applications for funding occurs after a district has established eligibility for a project and has the required 50 percent match for new construction and 40 percent match for modernization. The SAB 50.04 application for funding is approved after the district has acquired a site for a project and after the plans are approved by the Division of the State Architect (DSA) and the California Department of Education (CDE). For any new construction application, the request for funding must be submitted prior to occupancy of any classroom and there is no timeline for site-specific modernization applications.

Passed on November 8, 2016, Proposition 51 funds are oversubscribed by $2+ billion of new construction and modernization. However, Proposition 13 — the March 2020 state bond includes $15 billion with $9 billion going to Pre-K-12 facilities. The Pre-K-12 areas of focus for Proposition 13 are:

- New Construction
- Modernization
- Old school replacement
- Charter schools and career technical facilities
- Joint-use
- Testing and remediation of lead levels in water
- Preschools
- Small school assistance
- Disaster relief
- Requirement to have a master plan that identified needed projects

The projects with the highest priority will be health or life safety hazard projects, seismic retrofits, financial hardship, testing and remediation of lead levels in water. These key funding elements and programs will be based on a sliding scale for districts with a lower bonding capacity per student and higher proportions of unduplicated students. ADA under 200 will also receive a slightly greater state project share, modernization up to 65 percent state share, and 35 percent district share, opposed to 60/40 and new construction up to 55 percent state share and 45 percent district share as opposed to 50/50.

How the state money for the Pre-K-12 schools is apportioned will be discussed by the SAB in spring 2020 after Proposition 13 is passed by the voters. State dollars cannot be considered as being available for Priority 1 projects listed, however, may come in the form of a future reimbursement. The federal programs are released when money is available and a project fits the funding to be allocated.

- General Obligation Bonds
- Capital Outlay Funds

- Developer Fees

- State School Facility Program (SFP)
  - New Construction
  - Modernization
  - Specialized Programs
- Competitive Federal and State Grants

District/Developer

TUESD summaries in Tables 6-1, 6-2, and 6-3 (dated October 2019) show possible funds available for facility upgrades in the District.

Table 6-1
Current Fund Balance (as of October 2019)

Fund*	Balance	Notes
01	$4,155,671	General Fund (less 3 percent plus 6 percent state and board required reserves)
17	$516,492	Special reserve (labeled technology, but usable)
21	$2,377,937	Building Fund (Bond), $2.5 million of $4.5 million (issued February 2019)
25	$646,865	Developer Fees
Total	**$7,696,965**	

Table 6-2
Anticipated Revenues

Revenue Type	Amount	Notes
Measure Z, Bonds to be issued	$2,000,000	Estimated issuance August 2020 to February 2021
New School Funding (estimated)	$5,427,220	State share of 50-50 match (Districtwide)
Modernization (estimated)	$3,480,152	State share of 60-40 state-District match (site specific)
Total	**$10,907,372**	

Table 6-3
General Fund Balance (June 30, 2019)

Total	$5,972,000	~30 percent
Required 9 percent	$1,816,329	
Balance	**$4,155,329**	

Available Funds Summary

Based on this information, proceeding with projects that would go into construction in 2020, the District will have between $3,541,294 and $7,696,965 depending on how much is spent from the general fund. By January 2021, another $2,000,000 from the bond will become available for spending. Below are identified Priority 1 projects that cost between $5,541,294 and $9,696,965. Future state reimbursement could allow for Priority 2 projects, however, SFP funding must be spent at the sites identified to be eligible to meet the state requirements.

Table 6-4 shows identified project costs by Priority. Priority 1 is the noted projects to be completed using available funds.

Table 6-4
Costs by Project Priorities for Consideration

	Priority 1 2019 - 2022 (1 - 3 years)	Priority 2 2023 - 2026 (4 - 7 years)	Priority 3 2027 - 2034 (8 - 15 years)	Priority 4 2035 - 2051 (16+ years)	TOTAL COST Priorities 1 through 4
Priority Totals	$10,097,757	$9,341,534	$11,864,649	$9,380,275	$37,225,816

Note: This figure has been updated per table 4.1

07
Educational Specifications

07
Educational Specifications

07 Educational Specifications

Purpose of the Educational Specifications

Education Specifications articulate a school district's philosophy about teaching and learning as well as programmatic goals that will translate into facility design guidelines for both existing and new facilities. Facility planning utilizes Educational Specifications as a guide to develop, prioritize, and align site renovations and improvement projects throughout the organization.

This Educational Specifications document sets out to communicate to the architect, stakeholders, and other interested parties what educators believe is required for a facility to compliment/support student learning, regardless if spaces are new or existing. Any future facility projects in the Thermalito Union Elementary School District (TUESD) will incorporate the concepts of these Educational Specifications, while balancing academic requirements, existing site constraints, budgetary restrictions, and state regulations.

Rather than be rigidly prescriptive, the intent of these Educational Specifications is to provide a framework to explore equitable opportunities for modernized facilities within the context of each school site. They are intended to facilitate communication among stakeholders, parents, communities, administrators, educators, and designers.

Educational Services

Educational Services serves the curriculum, instruction, assessment, student support services, technology, parent training, and bilingual and English language development needs of the District. The focus of the division is to ensure that every student has the opportunity and access to achieve academically, socially, and emotionally in the District.

Departments

Thermalito Union Elementary School District's classroom loading standards adopted for grade levels includes:

Grade Level	Loading Standards
K - 3	26
4 - 5	28
6 - 8	31

Elementary Schools

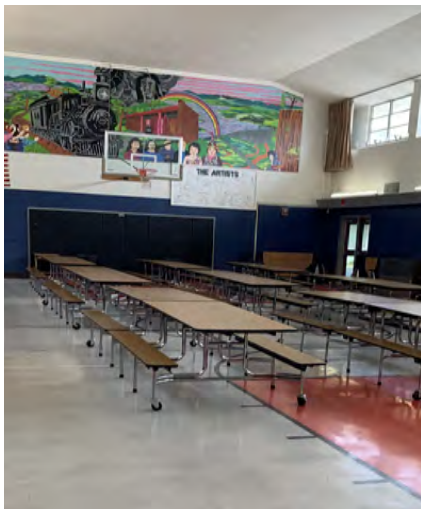
- Plumas Avenue Elementary School
- Poplar Avenue Elementary School
- Sierra Avenue Elementary School

Middle Schools

- Nelson Avenue Middle School

Other Programs

- TLC Preschool
- Heritage and Pioneer Community Day Schools



Nelson Avenue Middle School

Planning Guidelines and Considerations

1. Planning Guidelines

According to the California Code of Regulations, Title 5, Division 1, Chapter 13, Subdivision 1, that relate to school facilities construction, educational facilities planned by school districts shall be:

A. Evolved from a statement of educational program requirements that reflect the school district's educational goals and objectives

B. Master-planned to provide for maximum site enrollment

C. Located on a site that meets California Department of Education standards

D. Designed for the environmental comfort and work efficiency of the occupants

E. Design to require a practical minimum of maintenance

F. Designed to meet federal, state, and local statutory requirements for structure, fire, and public safety

G. Designed and engineered with flexibility to accommodate future needs

2. Relationship Between Learning and the Environment

A. Considerable evidence has emerged showing an explicit relationship between the physical make-up of a school environment and educational outcomes. Not only can a student's relationship within his/her school/classroom space improve the quality of his/her experiences, the physical environment can increase motivation, engagement and academic performance.

B. Links between improved achievement and building quality reveal that good lighting, thermal comfort, acoustics, soft colors, and indoor air quality are all prevalent factors. Studies also show a strong correlation between safe, secure and well maintained schools and student discipline, attendance and drop-out rates.

3. Overall Campus Organization

A. The main entrance to a school should be located adjacent to the Administration building so that visitors, including parents and volunteers, must come through a single point of entry to sign in and gain access to the campus. Everyone should immediately recognize the location of a school's main entrance. This entrance provides a first impression and communicates a message to students and visitors about the learning climate inside the building.

B. Schools should be zoned to allow for public use in designated areas that are separate from more private spaces (e.g., classrooms, labs, offices). Public use spaces would ideally have entrances that could be accessed after school hours without allowing access to the entire campus. Where feasible, these areas should be located close to parking and provide nearby restroom access.

C. Classrooms would ideally be arranged around outdoor common spaces with views from the Administration building that include clear lines of sight. Ideally primary grades would be grouped together to allow for vertical collaboration. The Kindergarten classrooms should have their own play area and, when possible, a separate drop-off/pick-up point. Upper grades would also be grouped together as existing sites allow. Sheltered circulation areas that serve as impromptu gathering points for students are another important feature in school design.

D. The drop-off/pick-up zone, when possible, should be located away from parking to avoid pedestrian crossings in the midst of vehicular traffic. The drop-off zone should be located away from busy streets and intersections so that vehicles do not back up beyond the dropoff lane.

4. Design Fundamentals

Design Fundamentals describe the programmatic, functional, spatial, and environmental components that are essential for school facilities, whether newly constructed or renovated. The District has identified the following Design Fundamentals to serve as a starting point for any future renovation projects or facility improvements.

A. Safety and Security

Ensuring a safe and secure environment for students and staff is a core responsibility of every school district. While a warm, welcoming environment is important, both active and passive design features must also be present to prevent or minimize a potential crisis. Active security systems such as surveillance cameras, door hardware, motion detectors and alarm systems are key elements of safer, more secure schools. Open circulation pathways should allow for unobstructed lines of sight. The District will use a balanced approach to ensure students thrive without the distraction or worry of physical safety concerns.

B. Next Gen Learning

Next generation learning is about the experience of learning and the outcome of learning. In this more active environment, students have ample space to explore, research, create, collaborate, and tinker. Where feasible, Makerspaces, Science and Technology Labs and Innovation Centers should be incorporated to ensure TUESD students have ample opportunities to approach their school work in different ways.

C. Program Driven Design

Successful programs in schools begin and end with an understanding of the end user. The intentional design of spaces for students and staff to tinker, create and collaborate is vital to support the shift to a more personal approach to learning. Proper planning is essential to re-imagine how existing spaces might be used to support these programs.

D. Flexibility and Adaptability

Facility planning and design can support different learning and teaching styles by considering spatial relationships that support flexible and adaptable environments. Whether upgrading a single classroom or renovating common-use areas such as libraries, auditoriums, theaters, or athletic facilities, the design should allow for versatility. From moveable walls to adjustable and comfortable furniture and finishes, the idea is to allow for the continual reorganization of spaces into various size and groupings. While collaboration and group interaction is important, there are times when students want and need to work alone, and these type of spaces are also essential.

D. Technology

Technology plays a role in every aspect of the learning environment. Classroom technology is intended to foster student engagement, enhance instruction, support personalized learning, and strengthen interactions between teachers and students. As educational models move away from the simple transmission of content and information, technology must be ubiquitous without spatial constraints.

PRESENTATION

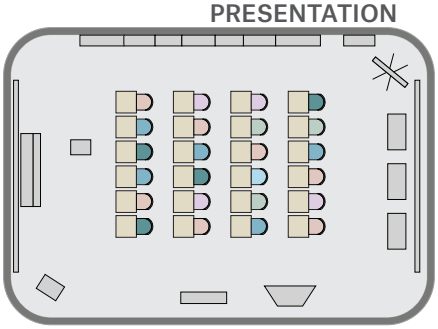


FIGURE 1

SMALL GROUP

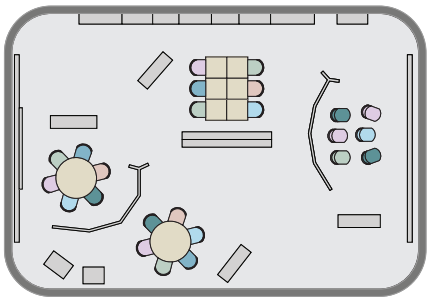


FIGURE 2

SELF - DIRECTED

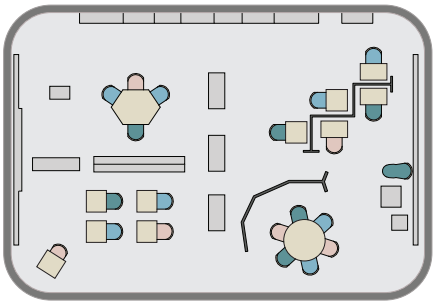


FIGURE 3

LARGE GROUP

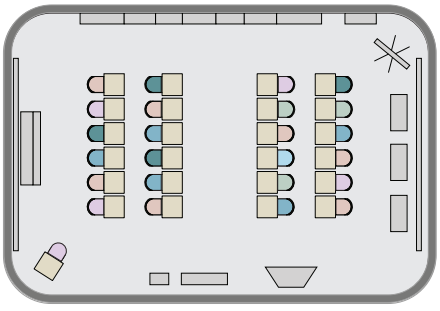


FIGURE 4

Since the evolution of technology does not have a predictable pace or flow; any devices, digital platforms, on-line resources, or associated infrastructure should embrace learning opportunities that will enable students to keep up with the changing times. In many classrooms, technology is forced into physical spaces that were designed decades ago. It is essential that any new classroom or building technology be arranged around new pedagogical models.

F. Sustainability

Sustainable design takes into account the environmental, economic and social impact when considering building improvements. In order to be good environmental stewards, it is imperative for public schools to identify greener ways to operate. Drainage, irrigation, drought resistant landscaping, energy efficient lighting, and natural ventilation are just a few practices of sustainable architecture. There are times when students want and need to work alone, and these kinds of spaces are also essential.

G. Accessibility by Design

TUESD is committed to fostering an inclusive environment that celebrates diversity and adheres to local and federal laws. All facilities will be designed to welcome students and ensure individuals are not treated differently because they don't look, learn or act the way others expect. All renovations and/or new construction will be fully accessible to meet Building code and Accessibility Guidelines.

H. Equity

To overcome any barriers that may contribute to disparities in educational achievement for particular students, TUESD is committed to closing any opportunity gaps that may persist. Whether barriers are invisible or more apparent, facility design/re-design will be prioritized to ensure access to relevant curriculum, rigorous academics, innovative practices, and connectivity for every learner regardless of where they live or attend school.

I. Outdoor Learning Environments

Outdoor learning spaces offer extended educational opportunities beyond the classroom. The design of outdoor learning environments should not stop at the playground or athletic fields. Exterior space should be considered as much a design element as the buildings themselves and can unify a campus and offer opportunities for interaction, discovery and outdoor study.

Small courtyards, seat walls, amphitheaters, shaded picnic tables, nicely tended landscaping, and gardens provide pleasant areas for students to gather and learn outside the classroom.

J. Inclusionary Strategic Planning

Inclusionary strategic design sets out to take advantage of new or existing space to create work areas that are functional, comfortable and properly located. As an example, the housing of itinerant staff, office staff, the administration, counselors, and other specialists should allow people to perform their jobs in an environment conducive to their role.

Classrooms and other areas where special education services are provided should support both push-in and pull-out models. Additionally, it is important to balance the need for individual privacy as well as collaboration.

K. Aesthetics (WOW Factor!)

Attractive and functional facilities help schools achieve their enrollment goals, and also create first impressions about what goes on inside. Front entrances should be welcoming, with adequate signage and graphics to make the facility easy to navigate. The use of safety and security fencing should not impede visual cues to educational activities or create an institutional feel.

Eye catching landscape, well-designed pathways/walkways, cleanliness, and general upkeep all make a difference in how a school is perceived. Signature educational programs should “scream the theme.”

California Department of Education – Title 5, California Code of Regulations – School Facilities Construction

ARTICLE 1. General Standards

1. §14001. MINIMUM STANDARDS

Educational facilities planned by school districts shall be:

a. Evolved from a statement of educational program requirements which reflects the school district's educational goals and objectives.

b. Master-planned to provide for maximum site enrollment.

c. Located on a site which meets California Department of Education standards as specified in Section 14010.

d. Designed for the environmental comfort and work efficiency of the occupants.

e. Designed to require a practical minimum of maintenance.

f. Designed to meet federal, state, and local statutory requirements for structure, fire, and public safety.

g. Designed and engineered with flexibility to accommodate future needs.

2. CLASS SIZE GUIDELINES

Loading Standards as recognized by OPSC for state funding:

This is not a California Department of Education requirement)

- **Grades K-6**
  25 students per classroom
- **Grades 7-8**
  27 students per classroom
- **Special Education (non-severe)**
  13 students per classroom
- **Special Education (severe)**
  9 students per classroom

Current TUESD class size averages/student loading guidelines, per classroom are as follows:

- **Kindergarten**
  26 students
- **Grades 1-3**
  26 students
- **Grades 4-5**
  28 students
- **Grades 6-8**
  31 students

3. SCHOOL SITE SIZE AND BUILDING CAPACITY GUIDELINES

The California Department of Education (CDE) has established the following benchmarks to represent "ideal" school size/enrollments:

- **Elementary School**
  10 acres with 800 students
- **Middle School**
  20 acres 1,200 students

4. BUILDING AREA PER PUPIL GUIDELINES

The California Department of Education recommends that the size of schools be calculated at:

- **Elementary (K -6)**
  59 square feet (the minimum)
- **Middle School (7-8)**
  80 square feet (the minimum)

5. PROGRAM AREA GUIDELINES

The CDE has established the following guidelines for Program Areas:

Minimum Sizes - Classroom and Lab Space:

- Classroom size for grades 1-8 should not be less than 960 square feet
- Kindergarten classrooms shall not be less than 1,350 square feet including restrooms contained within the classroom
- Special Education classrooms shall be 960 square feet or the same size as regular classrooms at that site
- A Special Education Resource Specialist Program shall be housed in a space with a minimum of 240 square feet
- A Speech and Language Program shall be housed in a space with a minimum of 200 square feet.
- Science labs shall be a minimum of 1,300 square feet including storage and teacher prep area.
- Computer Labs shall be a minimum of 960 square feet.

Note: Authority cited: sections 17251(b) and 33031 , Education Code. Reference: Section 17017.5 and 17251(b) , Education Code.

For Standards, planning and approval of school facilities refer to Article 4 of Title 5, California Code of Regulations - School Facilities Construction

ARTICLE 4. Standards, Planning and Approval of School Facilities

Application of Design Guidelines and Space Standards at Existing Sites

The improvement or renovation of an existing campus requires a different approach than designing a new school. Existing conditions including street and site access, location of utilities, placement of permanent structures, and potential locations for interim student housing must be considered in the master plan.

The following space standards and design guidelines are intended to ensure consistency and equitable practices among all schools.

Facilities Master Plan Site Design Considerations

Ideally, the main entrance to the school should be located adjacent to the Administration Office so that visitors, including parents, must come through a single point of entry to sign-in and enter the campus. This secured main entry should be obvious to visitors and designed so it can be locked at desired times of the day. Other entries to the campus should provide visual cues as well and labeled with signage. The campus access points are important cues for building interface for the users but also need to be developed with security in mind. Each school should welcome both students and visitors, but equally as important the entry should provide a first impression and communicate a message about the school, its programs, and opportunities within.

Schools should be zoned to allow for public use with controlled access points from more private spaces and functions. Public use spaces such as the Multipurpose Facility, Administration, Media Center, and play fields would ideally have entrances that could be accessed after school hours without allowing access to the entire campus. These areas should also be located close to parking.

Classrooms would ideally be arranged around an outdoor common space with views into open common areas, with clear sight lines. This will provide a safe, secure and controlled space for students as the common areas are visible to supervisors and the administration.

The drop-off/pick-up zone is one of the most challenging areas of a school. When possible, the zone should be located away from parking to avoid pedestrian circulation crossing the vehicular drop-off zone. The drop-off zone should be located away from busy streets and intersections as vehicles will back up beyond the drop-off lane on the site.

Opportunities should be explored and developed for sheltered student circulation, as well as opportunities for socialization both inside and outside buildings. These are great areas for student displays and impromptu gathering and learning spaces.

Master Plan Building Considerations

Changes in education over the past 20 years have led to a new approach in the design of successful 21st-century schools. The following variables will help provide dynamic places where furniture, technology, supplies, resources, and visual stimuli are integrated into the school environment:

Flexible Furniture: Provide a variety of moveable furniture and furnishings which allow different ways to sit, move, teach, and learn.

Collaboration: Provide a variety of sizes and types of learning spaces to facilitate opportunities for students and teachers to work together.

Connection: Ensure rooms, hallways and outdoor areas support physical activity, movement and connections between learning spaces.

Ownership: Support structures/space design that enable students to ideate, ponder and control the pace of their learning. Consider an array of writable spaces that allow students to self-select a medium to work independently or together.

Student Displays: Provide student-created work displays and places for students to keep their personal items to foster familiarity and connections to a space.

Indoor Environmental Quality: Provide thermal, acoustic and visual comfort to protect the health of building occupants, decrease absenteeism and improve student performance.

Natural Daylight: Maximize opportunities to introduce and/or provide natural daylight.

Staff Space: Provide adequate staff space for teaching, preparation and planning, as well as appropriate space to meet dining and restroom needs.

Educational Program Spaces

One of the main purposes of these program descriptions is to clearly and concisely outline the various learning activities in each space, the spatial relationships, and any special features needed to support these activities.

The following categories for each program space are described below:

Description

- A description of the program area or space

Adjacency Diagram

- Shows a graphic representation of the spaces and how they are organized as a group

Program Activities

- Describes the functional goals of the space and the type of activities that occur there

Design Objectives and Characteristics

- Describes specific room characteristics, along with the general shape and feel of the space
- Correlates the qualities of the space with specific program activities

Spatial Features

- Describes finishes, furniture and equipment needs of the space

Interior/Environmental

- Describes interior and environmental considerations and recommendations

Elementary School Program

Area Description: Transitional Kindergarten – 5th Grade Learning.

Academic Instructional Spaces

Classrooms

- Transitional Kindergarten/Kindergarten Classroom
- Grades 1-3, 4-5
- Special Education

Specialized and Shared Resource Areas

- Idea Lab (STEM/Art Flex Space)
- Library/Media Center
- Computer Lab
- Multipurpose Room/Cafeteria

Transitional Z Classroom

Description: TK/Kindergarten classrooms should be located adjacent to the administration offices, with easy access for student drop-off and pick-up at the front of the school. TK/Kindergarten spaces should accommodate multiple learning areas so that students can move independently and have easy access to equipment and materials. The physical environment should anticipate individual, small group, and whole group instruction. Classrooms should be grouped around a designated zone on the campus adjacent or at least close to first and second grade classrooms to allow easy access to the appropriate play area as well as cooperation and cross- age learning among the instructional staff.

Program Activities

- Interdisciplinary, learner-centered instruction
- Project-based learning
- Outdoor exploration
- Materials and project storage
- Art, science or music
- Material preparation

Design Objectives and Characteristics

- 1,350 square feet for permanent structures, 960 square feet minimum for portable units
- Move to permanent or modular construction – and away from portable units
- Located close to drop-off and bus loading areas
- Access to daylight and views
- Maximize site visibility and supervision for indoor and outdoor activities

Spatial Features

- Spaces should be open, inviting and engaging
- Utilize every space as a learning opportunity
- Direct access to student restrooms
- Outdoor learning area
- Integrated technology to accommodate instruction and presentation

Interior/Environmental

- Carpet in whole-group area, resilient flooring at sink and project areas
- Provide educational casework as needed to support program/storage needs
- Provide interactive instructional walls where possible, and ideally at two walls of the classroom
- Provide areas of tackable surfacing on walls to display student work
- Utilize mobile, flexible furniture that easily accommodates individual and group work
- Energy-efficient mix of indirect/direct lighting, with natural daylight and shading devices
- Air conditioning
- Provide sink with bubbler
- Outdoor learning area to include permanent shade covering or canopy structure to maximize usage

Standard Classrooms (Grades 1-5)

Description: The classroom environment should be learner-focused, while supporting the teaching staff. The classroom design should be flexible to adapt to various instructional delivery models, and learning styles, and individual student needs. The space should allow for a variety of activities and layouts that could change throughout the week or day. A single teacher or multiple staff may be providing instruction and support in this room.

Program Activities

- Large and small group instruction
- Teaming and independent work
- Outdoor learning activities
- Materials and project storage
- Project-based learning
- Hands on experiences
- Material preparation

Design Objectives and Characteristics

- 960 square foot minimum
- Move to permanent or modular construction – and away from portable units.
- Access to daylight and views
- Maximize site visibility and supervision for Indoor and outdoor activities

Spatial Features

- Spaces should be open, inviting and engaging
- Access to small group rooms and flex space
- Located close to student restrooms
- Access to outdoor extended learning areas
- Integrated technology to accommodate instruction and presentations

Interior/Environmental

- Resilient flooring
- Provide educational casework as needed to support program/storage needs
- Provide interactive instructional walls where possible, and ideally at two walls of the classroom
- Provide areas of tackable surfacing on walls to display student work
- Utilize mobile, flexible furniture that easily accommodate individual and group work
- Energy-efficient mix of indirect/direct lighting, with natural daylight and shading devices for personal control
- Air conditioning
- Provide sink
- Outdoor learning area to include permanent shade covering or canopy structure to maximize Indoor/outdoor usage

Special Education Classroom (Grades 1-5)

Description: Special education facilities should be integrated throughout the school to support inclusion and the specialized requirements for the students. The classroom learning environment should be set up to provide a variety of learning experiences. Site-specific programming needs will be determined on a case-by-case basis for each campus in accordance with programmatic needs. While the Special Education classrooms should create an area specifically for students with special needs, it should not be separated from the other campus communities to the point of being isolated. These rooms should look and feel similar to a standard classroom. The configuration of the area must sustain the security and foster the safety of the Special Ed learner by allowing easy and constant staff supervision.

Program Activities

- One-on-one instruction
- Small group instruction
- Outdoor learning activities
- Student testing
- Tutoring
- Conferences and meetings

Design Objectives and Characteristics

- 960 square foot minimum
- Move to permanent or modular construction – and away from portable units.
- Access to daylight and views
- Maximize site visibility and supervision for indoor and outdoor activities

Spatial Features

- Spaces should be open, inviting and engaging
- Access to support and resource spaces
- Located adjacent to student restrooms
- Access to outdoor extended learning areas
- Integrated technology to accommodate instruction and presentation

Interior/Environmental

- Resilient flooring at sink, carpet elsewhere
- Provide educational casework as needed to support program/storage needs
- Provide interactive instructional walls where possible, and ideally at two walls of the classroom.
- Provide areas of tackable surfacing on walls to display student work
- Comfortable chairs and/or beanbag chairs
- Energy-efficient mix of indirect/direct lighting, with natural daylight and shading devices for personal control
- Air conditioning with bubbler
- Outdoor learning area to include permanent shade covering or canopy structure to maximize indoor/outdoor usage
- Provide restroom for severe special education use

Idea Lab (Grades 1-5)

Description: The Idea Lab will be used primarily as a flexible learning laboratory for instruction in several curricular areas for grades TK– 5. The design of this laboratory should be flexible and open, with the majority of equipment and furniture loose. A variety of specialty subjects and curriculum could take place in this lab, including science, explorative, life skills, performing arts, and visual arts. The lab can be shared by all classrooms for use for large projects coursework as well as programs involving movement such as drama, dance, video, and music where more space is required. Although some presentations and lectures may take place in the room, the lab will primarily be used for hands-on learning and project work. Access to the outdoors would be beneficial for integrated outdoor learning and expanded space for the development and construction of large projects.

Program Activities

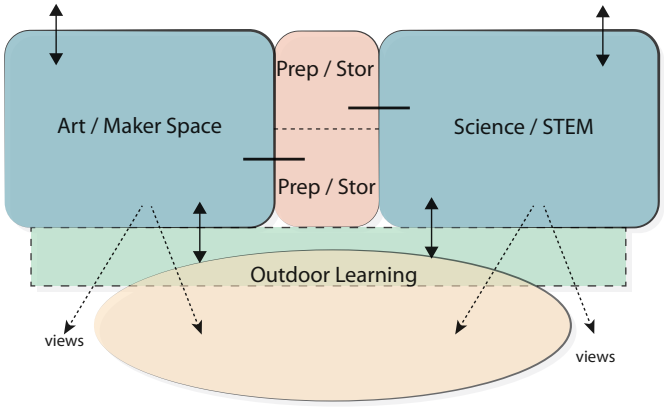
- Project-based learning
- Teaming and independent work
- Outdoor learning activities
- Material prep and project storage
- Hands on learning experiences

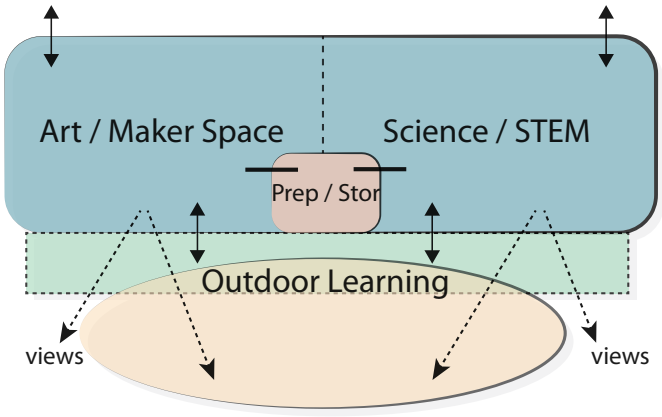
Design Objectives and Characteristics

- 1,320 – 1,500 square feet
- To create one (1) Idea Lab at each campus
- Move to permanent or modular construction – and away from portable units.
- Access to daylight and views
- Maximize site visibility and supervision for indoor and outdoor activities

Spatial Features

- Spaces should be open, inviting and engaging
- Located in close proximity to student restrooms
- Access to outdoor extended learning areas
- Access to adjacent prep/storage area
- Integrated technology to accommodate instruction and presentations





Interior/Environmental

- Resilient flooring
- Provide educational casework as needed to support program/storage needs
- Provide interactive instructional wall for Presentation
- Provide areas of tackable surfacing on walls to display student work
- Utilize mobile, flexible furniture that easily accommodates individual and group work
- Energy-efficient mix of indirect/direct lighting, with natural daylight and shading devices
- Air conditioning
- Flexible electrical connectivity
- Provide sink(s)

Library/Media Center (Grades 1-5)

Description: The Library Media Center functions as a central hub for all students for researching and developing project concepts, supporting collaboration, and providing exposure to printed materials and technology. The Library/Media Center should provide space and facilities for staff, students and the community, a flexible space where students can study, collaborate and communicate. The Library/Media Center should accommodate individual and group activities, research, information access and retrieval, studying and instruction.

Library/Media Center should:

- Be inviting, user friendly and flexible
- Provide a gathering space
- Accommodate small groups for collaboration
- Provide a variety of seating options
- Have an adjacent outdoor learning/reading area

Program Activities

- Individual research and study
- Collaboration and independent work
- Outdoor learning/reading
- Classroom instruction
- Large group meetings

Design Objectives and Characteristics

- Central, accessible location
- Permanent construction – such as Sierra and Nelson
- Access to daylight and views
- Maximize site visibility and supervision for indoor and outdoor activities

Spatial Features

- Spaces should be open, inviting and comfortable
- Located in close proximity to student restrooms
- Access to outdoor extended learning areas
- Access to adjacent small group room
- Stations for technology support

Interior/Environmental

- Carpet in main space, resilient flooring in workroom
- Provide functional and flexible shelving and storage
- Provide instructional wall for presentation and tackable wall space.
- Utilize comfortable, flexible furniture that will accommodate individual and group work
- Energy-efficient mix of indirect/direct lighting, with natural daylight
- Acoustic control
- Air conditioning
- Flexible electrical connectivity
- Provide sink in workroom

Computer Lab (Grades 1-5)

Description: Computer supported instruction and exploration to include lecture, demonstration, discussion, individual and small group cooperative and collaborative learning. Printing of student work and studying at certain times of day. This space can be a part of the open area of the library/media center or in a separated space that could open up to the main space, or be a separate space altogether.

Program Activities

- Large and small group instruction
- Teaming and independent work
- Active and passive learning activities

Design Objectives and Characteristics

- 960 square foot minimum
- Move to permanent or modular construction – and away from portable units.
- Access to daylight and views
- Maximize site visibility and supervision for Indoor and outdoor activities

Spatial Features

- Spaces should be open, inviting and engaging
- Access to small group rooms and flex space
- Located close to student restrooms
- Access to outdoor extended learning areas
- Integrated technology to accommodate instruction and presentations

Interior/Environmental

- Carpet flooring
- Provide interactive instructional wall
- Provide areas of tackable surfacing on walls to display student work
- Utilize mobile, comfortable furniture that easily accommodates individual and group work
- Energy-efficient mix of indirect/direct lighting, with natural daylight and shading devices for personal control
- Air conditioning

Multipurpose Room/ Cafeteria (Grades 1-5)

Description: This room will serve as a central gathering space for both the school and the community. The primary functions for the Multipurpose Room include dining, large group assemblies, student performances, community meetings and a variety of presentations. During inclement weather, the space may be used to accommodate physical education activities. The area should include a full service kitchen and serving area. The Multipurpose Room should have a stage dedicated for performances and presentations which may take place during the day or in the evenings. These performances and presentations could involve students, parents, and community members.

Program Activities

- Cafeteria dining
- Student gathering
- Performance/presentation
- Community use
- Large group assembly
- Instructional/collaborative use

Design Objectives and Characteristics

- Size varies (ideally 12-15 sf/student)
- Adjacent to kitchen
- Adjacent to outdoor dining
- Accessible stage
- Proximity to classrooms
- Adjacent chair/equipment storage
- Adjacent staff dining (desirable)

Spatial Features

- Spaces should be open, inviting and engaging
- Located in close proximity to restrooms
- Access to outdoor group and technology to accommodate presentation

Interior/Environmental

- Resilient flooring
- Acoustic control
- Sound system
- Performance lighting for stage
- Consider display cases or display options for art
- Natural daylighting – maximize with shading
- Overhead light fixtures – indirect where possible


VALLEY OAKS

Middle School Program

Area Description: (Middle School Learning - Grade 6-8)

Academic Instructional Spaces

Classrooms

- Standard Classroom
- Special Education

Specialized and Shared Resource Areas

- Science Lab
- Library/Media Center
- Performing Arts
- Fine Arts
- Career/Technology Education
- PE/Fitness

Standard Classrooms (Grade 6-8)

Description: The classroom environment should be learner-focused, while supporting teacher needs/options. The classroom design should be flexible to adapt to multiple curriculum and delivery models, learning styles and individual student needs. The space should allow for a variety of activities and layouts that could change throughout the week or day. A single teacher or multiple staff may be providing instruction and support in this room.

Program Activities

- Large and small group instruction
- Collaboration and independent work
- Outdoor learning activities
- Materials and project storage
- Project-based learning
- Material preparation

Design Objectives and Characteristics

- 960 square foot minimum
- Move to permanent or modular construction – and away from portable units
- Access to daylight and views
- Maximize site visibility and supervision for indoor and outdoor activities

Spatial Features

- Spaces should be open, inviting and engaging
- Access to small group rooms and flex space
- Located close to student restrooms
- Access to outdoor extended learning areas
- Integrated technology to accommodate instruction and presentations

Interior/Environmental

- Resilient flooring
- Provide educational casework to support program/ storage needs
- Interactive instructional walls ideally at two walls to display student projects/work
- Mobile, flexible furniture that easily accommodates individual and group work
- Energy-efficient mix of indirect/direct lighting, with natural daylight and shading devices for personal control
- Air conditioning
- Sink
- Outdoor learning area to include permanent shade covering or canopy structure to maximize indoor/ outdoor usage

Special Education Classroom (Grades 6-8)

Description: Special education facilities should be integrated throughout the school to support inclusion along with the specialized requirements for the students in the program. The classroom environment should be student-focused to offer a variety of learning experiences. Site-specific programming needs should be determined on a case by case basis for each campus. While the Special Education classrooms should create an area specifically for the special needs learner, it should not be separated from the other campus communities to the point of isolation. Rooms should look and feel similar to a standard classroom. The configuration of the area must sustain the security and foster the safety of the special needs student by allowing easy and constant supervision by teachers.

Program Activities

- One-on-one instruction
- Small group instruction
- Outdoor learning activities
- Student testing
- Tutoring
- Conferences and meetings

Design Objectives and Characteristics

- 960 square foot minimum
- Move to permanent or modular construction – and away from portable units
- Access to daylight and views
- Maximize site visibility and supervision for indoor and outdoor activities

Spatial Features

- Spaces should be open, inviting and engaging
- Access to support and resource spaces
- Located adjacent to student restrooms
- Access to outdoor extended learning areas
- Integrated technology to accommodate instruction and presentation

Interior/Environmental

- Resilient flooring at sink, carpet elsewhere
- Educational casework as needed to support program/ storage needs
- Interactive instructional walls where possible, and ideally at two walls of the classroom
- Areas of tackable surfacing on walls to display learning
- Comfortable chairs and/or soft furniture
- Energy-efficient mix of indirect/direct lighting, with natural daylight and shading devices for personal control
- Air conditioning
- Provide restroom for severe special education

Science Lab (Grades 6-8)

Description: The Science Lab provides opportunities for students to learn about both the process and content of science. Labs should be designed to support scientific exploration and varied learning experiences grounded in the California Science Framework and NextGen Science Standards. These laboratories offer an experimental setting in which students can conduct research, develop scientific reasoning, and enhance their interest in science safely and effectively. This space should be open and flexible, have access to utilities, good ventilation, and be equipped with durable floor and countertop surfaces. Access to outdoor instruction areas for appropriate programs should be provided.

Program Activities

- Project-based, hands-on learning
- Collaboration and independent work
- Outdoor learning activities
- Material prep and project storage
- Active learning activities

Design Objectives and Characteristics

- Minimum 1,300 square feet
- Permanent construction – no portable units
- Access to daylight and views
- Maximize site visibility and supervision for indoor and outdoor activities

Spatial Features

- Spaces should be open, inviting and engaging
- Distributed throughout, or grouped together with other specialty spaces, such as CTE or Art
- Access to outdoor extended learning areas where program dictates
- Access to adjacent prep/storage area
- Integrated, interactive technology to facilitate instruction and presentations

Interior/Environmental

- Resilient flooring
- Fixed lab stations where dictated by the program
- Provide movable, flexible furniture where possible to support more multipurpose use
- Interactive instructional wall for presentation
- Areas of tackable surfacing on walls to display student projects/work
- Energy-efficient mix of indirect/direct lighting, with natural daylight and shading devices
- Air conditioning
- Flexible electrical connectivity
- Sink(s) where required
- Special exhaust and plumbing systems where required by the program
- Specialty furnishings as required by the program

Library/Media Center (Grades 6-8)

Description: The Library/Media Center is an informal, adaptive learning and gathering space as well as a central hub for students to collaborate, conduct research and develop project concepts. Within this environment, students should have access to printed materials and wireless technology. The Library/Media Center should offer opportunities for staff, students and community members to collaborate and communicate. Flexible meeting rooms and lounge space should support various groupings.

Program Activities

- Individual research and study
- Collaboration and independent work
- Outdoor learning/reading/socialization
- Classroom instruction
- Small and large group meetings

Design Objectives and Characteristics

- Convenient, accessible location
- Permanent construction – no portable units
- Access to daylight and views
- Maximize site visibility and supervision for indoor and outdoor activities
- Accessible before, and after school hours

Spatial Features

- Welcoming, student-focused aesthetic with a coffee house or bookstore atmosphere
- Located in close proximity to restrooms
- Access to outdoor extended learning areas
- Flexible meeting rooms and lounge space support
- Technology focused

Interior/Environmental

- Carpet in main space, resilient flooring in workrooms, lounge areas
- Functional and flexible shelving and storage
- Instructional wall for presentations and tackable wall space
- Comfortable, flexible furniture that will accommodate individual and group work
- Energy-efficient mix of indirect/direct lighting, with natural daylight
- Acoustic control
- Air conditioning
- Ample electrical connectivity in walls and flooring
- Workroom sink

Career and Technical Education (Grades 6-8)

Description: The Career and Technical Education (CTE) program creates meaningful opportunities for students to build skills, learn content and begin thinking about their long term career path. Visible in almost all secondary programs, CTE courses may involve integrated coursework, career academies, electives, work-based learning experiences, and more. These programs/courses are grounded in their connections to real-world applications.

Specialized spaces for CTE courses may call for large and complex equipment. Designing these spaces requires proper clearances and power sources, adequate ventilation, safe circulation, adaptable design, and coordination with vendors to accommodate changing equipment and technology needs. Actual spaces on each site will vary and evolve over time, as new technologies and labor market trends drive the revamping of CTE programs. Flexibility and adaptability in the design of new or renovated CTE spaces is recommended.

Program Activities

- Large group instruction and demonstration
- Project-based learning opportunities
- Computer-based projects
- Creation and presentation of projects
- Individual project-based learning

Design Objectives and Characteristics

- Varies based on program (1,300 – 2,000 square feet)
- Permanent construction is desired over Portable units
- Access to daylight and views
- Access to exterior work areas
- Maximize visibility and supervision for indoor and outdoor activities

Spatial Features

- Spaces should be open, inviting and engaging
- High-bay space where dictated by programs
- Access to outdoor extended learning areas where program dictates
- Access to restrooms
- Integrated technology to accommodate instructional program and equipment

Interior/Environmental

- Resilient/hard surface finishes for ease of cleaning
- Fixed equipment where dictated by program
- Movable, flexible furniture where possible to support more multipurpose use
- Interactive instructional wall for presentation, where dictated by program
- Tackable surfacing and/or display cases to display student projects/work
- Energy-efficient mix of indirect/direct lighting, with natural daylight and shading devices
- Air conditioning
- Flexible electrical connectivity
- Special electrical, exhaust and plumbing systems where required by the program
- Specialty furnishings as required
- Adequate storage for supplies, tools and equipment

Visual Arts (Grades 6-8)

Description: The Visual Arts program is drawn from of a curriculum that includes drawing, painting, graphics, ceramics, photography, design, sculpture, film/video making, and the decorative arts. Through the use of multiple modalities, the Visual Arts program allows students to express their creativity and explore ideas and subject matter in a variety of ways. Achievement in the visual arts cultivates problem solving, teamwork, self-expression, cultural awareness, effective planning, and innovative thinking. Instruction is designed to connect the arts to other core disciplines in a meaningful, focused way. Natural day light and views are desirable features in Visual Arts classrooms.

Program Activities

- Large group instruction and demonstration
- Group/individual projects
- 2D drawing, sketching, painting, mixed media
- 3D art sculpting, building
- Video/multi-media presentations
- Materials storage
- Student project storage
- Digital illustration and photography
- Creation and presentation of art exhibits

Design Objectives and Characteristics

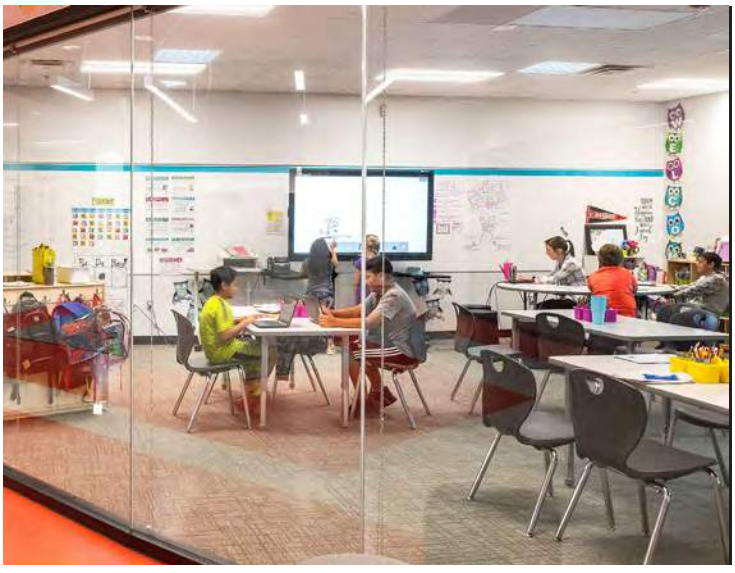
- Open, flexible classrooms
- Ample opportunity to showcase student work
- Access to daylight and views
- Maximize site visibility and supervision for indoor and outdoor activities

Spatial Features

- Spaces should be open, inviting and comfortable
- Located in close proximity to student restrooms
- Access to outdoor extended learning areas
- Access to adjacent supplies and project storage

Interior/Environmental

- Resilient/hard surface flooring for ease of cleaning
- Functional and flexible shelving and storage
- Instructional wall for presentations and tackable wall space
- Comfortable, flexible furniture that will accommodate individual and group work
- Energy-efficient mix of indirect/direct lighting, with natural daylight
- Increase ventilation rates for paint use
- Air conditioning
- Display area/gallery for student work
- Provide sinks as dictated by program requirements



Performing Arts (Grades 6-8)

Description: Performing Arts spaces support learning through active practice, rehearsal, creative expression, and performances in areas such as music, dance and drama. Activities in these courses allow students to create and communicate through composition, choreography, movement, and events planned and enacted before an audience. There are many specialized spaces required that could be developed to support school-wide needs and community input. Such spaces should be coordinated and developed on a site-by-site basis.

Program Activities

- School assembly
- Drama instruction and performances
- Band and music concerts
- Small group ensemble
- Dance and Choreography
- Large and small group band and orchestra instruction
- Extra-curricular activities
- Rehearsal
- Individual instruction

Design Objectives and Characteristics

- Professional looking, quality spaces
- Open, flexible classrooms
- Proximity to student restrooms
- High functioning lighting, sound and acoustic systems
- Universal accessibility

Spatial Features

- Flexible and multi-functional spaces
- Appropriate volume of space to support and enhance program
- Located in close proximity to student restrooms
- Access to exterior to support program needs
- Access to adjacent support facilities, including practice rooms, instrument storage, resource libraries, instructor office, etc.

Interior/Environmental

- Resilient/hard surface flooring/carpet as appropriate to use
- Functional and flexible shelving and storage
- Instructional wall for presentation and instruction
- Comfortable, flexible furniture
- Energy-efficient mix of indirect/direct lighting, with natural daylight
- Acoustical design/treatment as required by specific program
- Air conditioning
- Access to drinking water and sink as dictated by program requirements

PE/Fitness (Grades 6-8)

Description: The Athletics and Physical Education program is designed to allow students to demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. Within these concepts is an inherent goal to improve students' overall health and well-being as well as their levels of confidence and fitness. Facilities should allow for training, large group activities and competition for a variety of indoor/outdoor events and team sports. Athletic facilities also serve as a point of school pride for the student body and community-at-large. The focus of physical education has evolved to include all aspects of a healthy lifestyle and the integration of various fitness concepts, principles and instructional strategies.

Program Activities

- Physical education
- Athletic competition/practice areas
- Lifetime sports activities
- Fitness activities/aerobics
- Locker room facilities
- Weight training and conditioning
- Health instruction
- PE/athletic training and rehabilitation
- Assembly functions
- Community use

Program Facilities – Physical Education

- Gymnasium
- Locker rooms
- Storage
- Staff office/restroom/changing area
- Health Education Classrooms

Outdoor Physical Education Facilities

- Basketball/volleyball courts
- Hard courts
- Track
- Baseball/softball fields
- Soccer/football fields
- Exercise equipment/structures

District-Wide Program Areas

Administration and Support

Small Group/Resource Rooms

Staff Support

- Staff Lounge
- Staff Workroom/Collaboration

Building Support

- Restrooms
- Custodial/Maintenance

Outdoor Learning

Food Services

Administrative Office

Description: Main administration for each campus serves as the primary resource hub for teachers and staff as well as for parents and students. Administration should be located centrally, and serve as the control center for the campus, including daily campus functions as well as security and emergency access.

Program Activities: Administration support spaces, including number and size, will vary between existing elementary and middle school campuses, but in general will include all, or some of the following:

- Front entry, check-in
- Principal's office
- Parent/volunteer area
- Storage
- Counselor offices
- Career/professional development center
- Health office
- Itinerant office
- Restrooms
- Supply/record storage
- Conference space
- Staff workroom
- Attendance office

Design Objectives and Characteristics

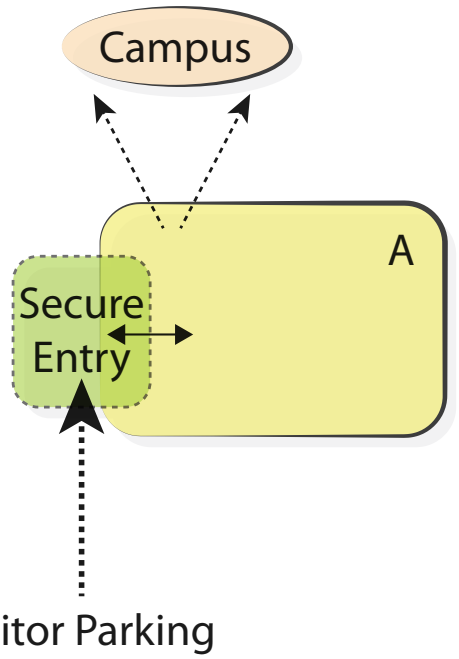
- Secure campus main entry point
- Clear lines of sight and ease of visibility
- Accommodate flow of drop-off and pick-up
- Provide area for parents to congregate
- Identify the campus "front door"
- Provide clear signage and wayfinding
- Promote collaboration and interaction, while balancing privacy and confidentiality

Spatial Features

- Reflect a welcoming and professional appearance
- Display area for events and announcements
- Encourage school pride via the use of school colors and display of school branding

Interior/Environmental

- Carpet in offices and conference rooms; resilient flooring in work room, toilets and health room
- Casework as needed at standing and seated working heights for reception and offices
- Refrigerated storage for health room and staff break area
- Energy-efficient mix of indirect/direct lighting, with natural daylight and shading devices
- Air conditioned spaces
- Acoustic control for privacy
- Comfortable furniture
- Access to restroom facilities for staff and visitors
- Sinks in work room and health room



Small Group/Resource Room

Description: Small Group/Resource Rooms will serve a variety of student support activities, generally working with students in small groups and individually within the room. Although site-based program and specifics will vary, a rule of thumb for planning is to provide at least one resource space for every two grades or at least three spaces per school to support individualized learning needs and/or speech therapy. Typical occupancy of a pullout space is approximately four to five people, although up to eight students will be served in each room. To provide more flexibility in group sizes and group configurations, flexible, movable furnishings are recommended. Wall surfaces within the room should support display and whiteboards for a variety of groups. One wall of the room should be outfitted with instructional technology similar to a typical learning setting. Media, lighting and auditory assist technologies should also be similar.

Program Activities

- Small group lecture
- Discussion
- Student testing
- Collaborative teaching and learning activities
- Instructor group tutoring

Design Objectives and Characteristics

- Minimum 400 square feet
- Permanent construction – no portable units
- Access to daylight and views
- Maximize site visibility and supervision for indoor and outdoor activities
- Easy access from academic core classrooms

Spatial Features

- Spaces should be open, inviting and engaging
- Located adjacent to student restrooms
- Access to outdoor extended learning areas
- Integrated technology to accommodate instruction and presentation

Interior/Environmental

- Carpet or resilient flooring
- Provide educational casework as needed to support program/storage needs
- Provide interactive instructional wall
- Provide area of tackable surfacing on walls to display learning
- Comfortable chairs and flexible furnishings
- Energy-efficient mix of indirect/direct lighting, with natural daylight and shading devices for personal control
- Air conditioning
- Wireless access capable for most computer applications

Staff Lounge

Description: This space will be available for use by all staff during the day. There should be an area for staff to heat up food or prepare a light meal. The room may also be used for staff collaboration and informal meetings. Staff may use this room in conjunction with the workroom.

Program Activities

- Dining
- Rest and relaxation
- Staff collaboration
- Meetings

Design Objectives and Characteristics

- Permanent construction – no portable units
- Access to daylight and views
- Adjacent to staff workroom

Spatial Features

- Spaces should be open and inviting
- Access to outdoor area
- Access to adult restroom facilities

Interior/Environmental

- Resilient flooring
- Casework as needed to support program/storage needs
- Provide tackboard for announcements
- Comfortable chairs and flexible furnishings
- Energy-efficient mix of indirect/direct lighting, with natural daylight and shading devices for personal control
- Air conditioning
- Wireless access capable for most computer applications

Staff Workroom

Description: The workroom is used by the staff to support school operations, classroom prep and related activities. The room will also have supplies and a copy machine, however, the use of the copier or multiple copiers may diminish as everyone moves towards electronic distribution and filing.

Program Activities

- Material preparation
- Material production/copying
- Staff collaboration

Design Objectives and Characteristics

- Permanent construction – no portable units
- Access to daylight and views
- Maximize site visibility and supervision for indoor and outdoor activities
- Near staff lounge/dining

Spatial Features

- Access to support and resource spaces
- Access to adult restrooms

Interior/Environmental

- Resilient flooring
- Provide casework as needed to support program/storage needs
- Provide tackboard
- Markerboard for meetings/collaboration
- Comfortable chairs and flexible furnishings
- Energy-efficient mix of indirect/direct lighting, with natural daylight and shading devices for personal control
- Air conditioning
- Wireless access capable for most computer applications

Student Restrooms

Description: Both multi-fixture, gender specific restrooms, as well as single-user, gender neutral restrooms should be provided for student use during the school day. Hand-washing would take place within the restrooms or outside the restrooms in a shared open area for both boys and girls for easier maintenance. Restrooms should be adequate in number and locations around campus to meet the CBC requirements, and should be provided in order to separate different age groups of children, where applicable.

Design Objectives and Characteristics

- Square foot varies and will be designed to meet code required clearances
- Permanent construction – no portable units
- Natural daylight desirable, although if provided, obscure glass to be used
- Entrance location should allow for supervision

Spatial Features

- California Code of Regulations, Title 5, Section 14030, requires that toilets for kindergarten students be provided in the kindergarten classroom or in the kindergarten complex. These fixtures should be mounted at a height appropriate for student use.
- The California Plumbing Code does not require specific toilets for staff and students. However, for safety and liability concerns CDE recommends that separate toilets be provided for staff.

Interior/Environmental

- Seamless/resilient flooring
- Hooks/shelf for backpacks and personal items
- Exhaust system
- Floor drains
- Energy efficient lights with sensors

Custodial

Description: Custodial and building storage space is very important to assist in the cleaning and maintenance of the school facility. Custodial rooms would ideally be included in all buildings when possible to allow for close proximity of cleaning supplies and equipment. These rooms should include floor sinks, mop racks, and shelving for restroom and cleaning supplies. The school should include an office space where maintenance manuals and building information is stored. The use of cargo containers for on-site storage is not recommended, however If cargo containers need to be utilized, they should be located in a place that will not block supervision sight lines or interfere with PE or recess activities.

Design Objectives and Characteristics

- Size to allow for localized storage of maintenance supplies, including mop sink, maintenance cart and supply storage
- Secure custodial spaces from access by students

Spatial Features

- Locate strategically throughout the campus to allow for efficient operations
- Ideally located adjacent to restroom areas for efficiency in plumbing

Interior/Environmental

- Seamless/resilient/concrete flooring
- Hot and cold water at sink
- Exhaust system
- Floor drain
- Energy efficient lighting

Outdoor Learning

Description: Outdoor spaces adjacent to classrooms and between classroom wings can be utilized as learning spaces.

These spaces provide teachers with the opportunity to engage students with lessons and projects in a controlled and safe environment, outdoors. Spaces should accommodate a range of group sizes, from individual study to whole-class discussions, and should allow "messy" areas for experimentation.

Landscape should be incorporated into these areas, as appropriate. Plant selection should consider the use of drought resistant species. Outdoor learning spaces should be inviting and engaging. Utilize varied floor materials and vegetation to design the passive and active spaces. Shade structures and trees should be provided where needed.

Program Activities

- Instructional lessons, group and individual work with active and passive spaces supporting student's various learning styles
- Open for classes to explore independent learning (art, science, ecology, etc.)
- Gardens
- Social gathering and small group meeting space

Design Objectives and Characteristics

- Floor materials and vegetation

Spatial Features

- Landscape should be incorporated into these areas, as appropriate. Plant selection should consider the use of drought resistant species.
- Trees can be utilized to provide shade. Outdoor learning spaces should be inviting and engaging. Utilize varied floor materials and vegetation to design the passive and active spaces.
- Shade structures should be provided where needed.

Interior/Environmental

- Furniture should accommodate varied seating arrangements and group sizes
- Built-in seating to facilitate group discussion
- Durable, weather-proof finishes such as concrete
- Natural finishes such as treated wood
- Areas for presentation should include writable surfaces and areas where mobile projectors could be used outdoors

Food Services

Description: The Food Services Area/Kitchen provides both high quality food service and support for large and small school events. The social/dining space is not only a respite from the academic environment giving the students free unstructured social time, but is also flexible enough to facilitate an additional informal learning space for students, staff, faculty, and community groups.

Program Activities: Administration support spaces, including number and size, will vary between existing Elementary, Middle and High School campuses, but in general will include all, or some of the following:

- Student dining
- Social activities
- Large group/assembly
- Collaborative learning
- Connection to adjacent, exterior dining area
- Adjacent to service/delivery area
- Clear lines of sight and ease of visibility
- Accommodate flow of student traffic

Spatial Features

- Welcoming and student focused aesthetic
- Display area for events and announcements
- Encourage school pride via the use of school colors and display of school branding

Interior/Environmental

- Resilient/hard surface finishes for ease of cleaning
- Food service equipment in kitchen for food preparation, serving and storage
- Energy-efficient mix of indirect/direct lighting, with natural daylight and shading devices
- Air conditioned spaces
- Acoustic control
- Independent Sound System
- Wireless and hardwired networking ability
- Multiple source input for digital displays, including wireless and mobile devices
- Comfortable/flexible and durable furniture
- Digital wall displays
- Wall clock
- Access to restroom facilities

Materials and Finishes

TUESD believes high-quality architectural materials and finishes create an atmosphere that supports and inspires learning. All spaces should be conducive to teaching and provide a warm, welcoming feeling, as well as meet the principles of Evidence-Based Design (lighting, environmental/air quality, and acoustics). All materials should be highly durable and resilient, yet support a creative learning environment.

It is desired to move away from wood siding of portables to a more lasting, durable material.

Operations and Mechanical

Provide mechanical systems that are climate appropriate and responsive to the life cycle, maintenance and efficiency expectations of TUESD. Provide passive systems that pair with active systems and coordinate to achieve maximum efficiencies while coordinating with the users to determine the location of universal and dedicated systems.

Implementing Strategies for Existing Facilities

Adapting Existing Buildings

Existing buildings in TUESD encompass a variety of classroom sizes and ancillary facilities. Many campus plans have evolved over time, and include spaces for instruction that utilize modular construction, along with undersized and oversized spaces used to meet demand. This long term evolution, in many instances, has created campuses where visibility, space utilization, program alignment, and collaboration are no longer optimized. To mitigate these issues, any future facility improvements should consider campus adjacencies, outdoor shared spaces, multi-use areas, sight lines, security, and efficiency. Strategically identifying and locating any new buildings on campus, re-planning open areas or re-configuring common-use buildings have the ability to drastically transform existing facilities into dynamic areas for teaching and learning.

Each of TUESD's existing sites is different and will need to be analyzed on a site-by-site basis for the exact approach to implement these guidelines. In addition, individual sites may have specific programmatic needs or neighborhood issues that will need to be addressed. The advantage of having an identified long-range facilities master plan for each campus is to provide a roadmap for future renovations and ensure the efficient management of capital improvement resources.

Future Learning Spaces

Educational research has recognized that multiple modalities of learning are more effective in preparing students for the realities of the modern world than a lecture only format. Integration of science, technology, engineering and math (STEM) concepts and project-based learning along with other core academics and key learner dispositions like the 4 C's (communication, collaboration, critical thinking, and creativity) are vital to the development of future-ready learners. Common areas become important "breakout" spaces for small group work, informal collaboration, and hands-on design-thinking activities. All spaces and surfaces provide opportunities to link learning across subject areas and disciplines.

Appendix A
Detailed Meeting Information

Appendix A
Detailed Meeting Information

Note: the following notes were made during a meeting held on 8/15/2019. The District spelled out their wishes for each school. PBK have since been asked to update the F.M.P. in early 2023, the work carried out is reflected in Table 4.1. This work includes additional projects identified at the time by the District.

Thermalito Master Plan meeting with Cody Walker on 8/15/2019 at 9am.

Attendees:

1. Cody Walker
2. Andrew Koster
3. Greg Blake
4. Gary Gery
5. Paul Cahill
6. James Saludez

- Explained ED SPECS with the group.
- Cody mentioned, he will provide to PBK the Technology Spec plan, with other Ed Specs for the classrooms.
- Gary went over the rough draft of the binder package, page per page, showing Cody, Andrew, and Greg what the format will look like in the final submission. From demography, history of the district, and Smartsheets.
- No Restroom in Heritage school in front of the lunch room as confirmed by Andrew.
- The order of the packet should be existing, proposed, and aerial view for reference.
    - HIGHEST FACILITY PRIORITY OF CODY WALKER and company is TO PRIORITIZE TLC and POPLAR SCHOOL
- Gary mentioned that we could add more of a light mod option similar to TLC

- Greg requests for Poplar School: No demolition on the portables. Just utilize the middle part to take out (food services district). To add more restrooms. To locate TLC as their own.

- Parking lot and traffic flow is a MUST at POPLAR AND TLC in which Cody brings up that he would like to talk to the owner next door who and contact for the traffic flow and parking lot.

- Sit down with Cody to discuss with Gary about costing and funding. Exploring financial options. Schedule a meeting with Alice and look for all the areas of available funding.

- PLUMAS very low priority

- Another idea for TLC to be moved near Heritage and Pioneer.
- TLC and POPLAR number one request from the surveys are more restrooms and more parking spaces.
- Gary mentions he could get in touch with the land neighbor to see if the land is for sale.

- New buildings, new options to be inputted in Smartsheet.

- Next phase: another town hall meeting: big picture, showing minimal proposed diagrams, modernization. BIG Picture to show during the board meeting, townhall meeting.

-Start priority on TLC and Poplar.

- The school bus terminal is put into a halt for now.

Thermalito Board Meeting Presentation 09.05.19 5.30pm

Meeting Notes

Facilities Masterplan Booklet.

1. Team.
2. Brief run through the report booklet
3. Emphasized the use of graphics over text.

Individual sites.

1. Plumas ES. Described what the content of the dwgs will illustrate.
    a. Existing site plan
    b. Ariel view
    c. Proposed site plan.
    Site plans show what is proposed but not necessary fundable.
    Cost identifies the priorities.
    d. Some work to kitchen.
    e. Restroom modernization.
    f. Identifying outdoor play areas. Typ. of all sites.
    g. Identify the costs for portables on the report.

2. Heritage and Pioneer
    a. Minor issues
    b. Look at costs of site works – may be a little high.

3. Poplar ES
    a. Discussed road to adjacent site.
    b. Existing buildings need some major modernization.
    c. Outdoor learning spaces
    d. Identified about 7.5 million.
    e. Property line needs to extend along north of site.
    f. 4 New classrooms need to be move away from the play areas. Current location could be a supervisory issue
    g. Media center is still a large use area.
    h. Suggest using the money on 1 project make it look nice, also suggested moving the TK to the south of the site below or part of 13,14,15,16.
    i. Security is not as big an issue, considered to be safer site around the district.
    j. Cody – K room at the from currently being removed could be used as the food services.
    k. Priority 1 - parking, restrooms and multi purpose. Cody suggests the multi purpose building is modernized.
    l. Like the idea of a separate bus drop off where we show it.

4. TLC
    a. Lots of challenges – growth of Poplar restricted, parking etc.
    b. Looked at Option 1
    c. Option 2
    d. Option 3
    e. Option 4 Move TLC to Heritage site – new classrooms and admin/café. Heritage stays as is.
       May be an issue keep TLC with unruly kids.
    f. Option 5 – may occupy the existing CDS rooms.
    g. Board member suggested locating it to Future Bus Terminal site.
    h. Overall the board like the idea of using the Heritage site for TLC.
    i. Some concern about relocating the CDS to another site - Cody seems to think it would be ok.

5. Phase 1 move TLC and Poplar modernization seems to be the priority.
6. Principal says although he would be sad to see TLC go the idea of moving as both schools grow it is probably a good idea.
7. Superintendent suggested the CDS may be located to the Bus Barn location.
8. Major concern is for CDS.
9. Option 4 and 5 for TLC seem to be a most interesting option. Maybe look at putting parking to TLC opposite side of basketball court yet move the school slightly further away.
10. Look at cost for bus barn site for the CDS 2 classrooms
11. Nelson property line includes the greenhouse behind the BCOE School. Need to look at the boundary lines. BCOE is actually on the school site.
12. Andrew suggests option 5 and move CDS next to Nelson.
13. Leaning towards CDS at back of Nelson. Allow for 4 portables. The play area can double up.
14. Need to look at the spread sheets and separate the new portables
15. Need to look at some of the boundaries on all the sites.
16. Nelson Middle School
    a. Container by cafeteria could be a nice outdoor space for cafeteria.
    b. Other option is to use the front quad.
    c. Gary discussed future classrooms.
    d. Parking area needs developing.
    e. CDS on campus could be on south side middle or south west corner. It will be off the road.
    f. Only 10 kids in CDS. Could be 2 classrooms, eating area and admin.
    g. Does Nelson really need a track.
    h. 'L' shaped play area could do with upgrading to more climbing play structures.
    i. Priority – classrooms which would be Science classrooms and woodshop.
    j. Track – could use a ¼ mile track or ¼ mile track. Possibly have some fitness things off to the side of the track.
17. Sierra
    a. Parking at rear and frontage.

b. Security
c. Priority – add at least 2 classrooms where 4 future portables are shown.
d. Start could be new classroom below classroom 18 plus increase parking area at rear. Could be a problem as it is close to a play area for unruly kids. Go back to the area where the 4 future portables are.

Summarize.

18. Poplar is a priority
19. Relocate TLC to CDS buildings Option 5.
20. Locate CDS at Nelson south side. Can it be on another side or does it need to be separated.
21. CDS could be on the Sierra site to the north of the playing field.
22. Possibility of funding a county backed CDS with other districts.
23. Moving TLC is a big thing for Poplar, it frees it up for future expansion.
24. Poplars upgrades – Admin, parking, mutli-purpose and restrooms.
25. Sierra parking and portable addition
26. Nelson – drainage issues on site
27. 2.5 bond + 2 matching funds + .8 developers fees + 2 from general fund. 7.3 million.
28. Plumas parking was bid at $500,000.

New bus barn plans - what are the future plans. Price tag is too much. New terminal is approx.. 1.3 million. Reusing existing site is little out of pocket expenses.There may be some future requirements for a new terminal.

Long term – are other grants available to fund the future bus barn.

Science classrooms are more of a priority at Nelson than at the new site.

Is it possible to see where the kids live in the community.

Sierra bus drop off and parking at the front is a big issue for member of board.

Thermalito Board Meeting August 22nd, 2019

1. Thermalito:

   A. OUTDOOR FREEZER- ***JUST APPROVED on 7/31***

   B. BUS TERMINAL

      a. Meeting with Cody Walker and District postponed from **7/31 to 8/22.**
      b. Completed drawings and cost comparisons, ready for submission on 8/22 meeting

   C. MASTER PLAN- 58% Progress

      a. Smartsheet

      - Completed inputting information/tasks from PBK, BEAM, and LEAF. Started inputting Prices. I gave them a deadline for prices by this Thursday, 8/8.
      - Continued double checking and cleaning up Smartsheet and deleting unwanted rows.
      - Theresa and Colette are now reviewing with Gary package template and information, demographics, history, and etc. for edits, additions, and revisions.
      - Tentative meeting with Cody Walker on 8/15 in Thermalito.

2. Other Updates:

   A. Completed 2 Friday Reports for both Thermalito and Johansen.

Saludez, James

From: Cody Walker <cwalker@thermalito.org>
Sent: Friday, August 2, 2019 3:06 PM
To: Taylor, Tracy
Cc: kwaugh@thermalito.org; gblake@thermalito.org; Gery, Gary; Cahill, Paul; Bane, Theresa; Saludez, James; Schantz, Colette; Loredo, Sharon; AKoster@thermalito.org
Subject: Re: Thermalito Friday Report

Categories: Thermalito

Good afternoon. Thank you for the updates.

During Thermalito's 7/31 board meeting, the proposals for the Plumas freezer plans and district DSA Closeout help were approved.

Feedback on the Plumas bus terminal analysis was very positive. I anticipate approval during our August 22nd meeting.

For these updates, please remove Kevin Waugh, who has resigned from the district, and replace with Andrew Koster (akoster@thermalito.org), our new MOT Director.

Thank you,
Cody

On Aug 2, 2019, at 10:00 AM, Taylor, Tracy <Tracy.Taylor@pbk.com> wrote:

> Good Morning,
>
> On behalf of our team, please see the attached, The Friday Report for Thermalito Union Elementary School District for the week of July 29th to August 2nd.
>
> If there are any questions or comments, please do not hesitate to contact us.
>
> Thank you,
> Tracy
>
> **Tracy Taylor**
> *Administrative Assistant*
>
> **PBK** \\ P 916-682-9494 \\ FAX 916-682-0990 \\ PBK.com
>
>
>
> <Thermalito Friday Report_08.02.19.pdf>

Appendix B
Survey Results

Appendix B
Survey Results

Table B-1 — **Survey Data Results**

School/Facility	What is the thing you like best about your school/facility?	What is the thing you like least about your school?	If you could change anything about your school's facilities, what changes would you make?	If you could add anything to your school's facilities, what would you add?	From the following list, what is your first priority?	From the following list, what is your second priority?	From the following list, what is your third priority?	From the following list, what is your fourth priority?	From the following list, what is your fifth priority?
Heritage & Pioneer Community Day Schools	I love my classroom space and campus environment	Our lunch room is too small and we need a door to the administrative office to separate the rooms for meetings and counseling	I would like a garden space or green house	A multi purpose room	Most current technology in classrooms	Improved playgrounds and fields with age appropriate play equipment	Providing outdoor learning spaces	Modernized and upgraded classrooms	Improved multi-purpose cafeterias
	Independent activities, ie lunch, lunch recess, playground	Lunch menu	Putting computer lab back to its original state	Separate playgrounds for Pioneer and Heritage students	Additional or improved student and staff restrooms	Improved playgrounds and fields with age appropriate play equipment	Modernized and upgraded classrooms	Most current technology in classrooms	Providing outdoor learning spaces
Nelson Avenue Middle School	Open campus	Bathrooms and classrooms need upgrade. Windows need to be replaced or removed (too low--opens right into the classroom).	Cafeteria, staff lounge, and bathrooms.	I think we have everything we need--just need to upgrade everything.	Modernized and upgraded classrooms	Improved multi-purpose cafeterias	Most current technology in classrooms	Improved Aesthetics of school buildings & grounds	Comfortable, age-appropriate furniture in classrooms
	The Gym and Library	Very old rooms full of mold and allergens, all "grass" areas, ancient plumbing, smelly, old cafeteria, not enough staff restrooms.	More staff restrooms, newer, safer classrooms, new plumbing		Modernized and upgraded classrooms	Additional or improved student and staff restrooms	Comfortable, age-appropriate furniture in classrooms	Most current technology in classrooms	Improved playgrounds and fields with age appropriate play equipment
	Robust technology infrastructure	Classroom HVAC	Install a couple of ceiling fans to recirculate (push down) the heat during the winter months. This would allow the heater to run less and/or be more efficient. Currently all the heat emanates from the ceiling mounted, retrofit HVAC on one side of the room, is pushed across the room at around the 6-8 foot level, then rises to the top of the 10+ foot upper ceiling. Very inefficient, noisy, wasteful distribution of heat.	Ceiling fans	Replacement of portable classrooms	Modernized and upgraded classrooms	Comfortable, age-appropriate furniture in classrooms	Safety of students, teachers and staff (dedicated entries and fencing)	Improved playgrounds and fields with age appropriate play equipment
	Principle is amazing	Parking and traffic in and out of the school! It's an absolute mess and anyone would agree!	Parking and bathrooms		Increased parking	Ease of student drop-off/pick-up by parents	Most current technology in classrooms	Improved Aesthetics of school buildings & grounds	Comfortable, age-appropriate furniture in classrooms
	Covered walkways & trees/greenery. The library.	The uncovered walkway between the library, main courtyard, and 10B. Relative lack of student social gathering areas during free time.	Provide several areas which are more inviting to students outside.		Improved playgrounds and fields with age appropriate play equipment	Replacement of portable classrooms	Additional or improved student and staff restrooms	Providing outdoor learning spaces	Modernized and upgraded classrooms
	The location and trees.	The mud and mess when it rains and leak in the classrooms. That there is no covering when it rains for kids to go. There is no covered places for the kids to go. The air conditioning units are super loud.		A covered area for the kids to go other than the cafeteria, hallways and 10B.	Replacement of portable classrooms	Providing outdoor learning spaces	Most current technology in classrooms	Improved multi-purpose cafeterias	Comfortable, age-appropriate furniture in classrooms
	Teachers and staff	Outdated building/classrooms	Fence entire campus, update classroom/repaint, new desks for students, drinking fountains need to be replaced, replace sidewalks/add more	Fencing and modernized classrooms	Safety of students, teachers and staff (dedicated entries and fencing)	Modernized and upgraded classrooms	Improved playgrounds and fields with age appropriate play equipment	Providing outdoor learning spaces	Improved Aesthetics of school buildings & grounds
	The library and the gym.	The disgusting shape the classrooms are in.	Fix the paint the walls in the classrooms. It shows no regard for education or our kids. Do something about all the random and excess cords all over the place by phones, doc cameras, teacher's computer, etc. Update both bathrooms in the staff room area by 10B.	A real track, better/functioning equipment on 6th grade playground.	Modernized and upgraded classrooms	Additional or improved student and staff restrooms	Comfortable, age-appropriate furniture in classrooms	Replacement of portable classrooms	Improved Aesthetics of school buildings & grounds
	There is a wide variety of facilities provided for students.	There is not a sidewalk system from the school's to the roads. I would love to have some type of sidewalk or bike path for the student's to use to get on and off of campus.	The sidewalk system to get on and off campus - it is very unsafe!	A better field with a track - the students are always getting hurt because the field is so unleveled.	Ease of student drop-off/pick-up by parents	Improved playgrounds and fields with age appropriate play equipment	Comfortable, age-appropriate furniture in classrooms	Additional or improved student and staff restrooms	Improved Aesthetics of school buildings & grounds
	The Gym is amazing and is the jewel of the Nelson Avenue Middle School campus. The Media Center is also a great addition and modern.	Nelson looks like a prison.	Get rid of portables, improve/enlarge cafeteria.	Remodel and enlarge the cafeteria so it is more of a multi-purpose room. Include a stage so we could have performances (music, theater) with a modern sound system.	Improved multi-purpose cafeterias	Replacement of portable classrooms	Modernized and upgraded classrooms	Comfortable, age-appropriate furniture in classrooms	Improved Aesthetics of school buildings & grounds

Table B-1 — **Survey Data Results**

School/Facility	What is the thing you like best about your school/facility?	What is the thing you like least about your school?	If you could change anything about your school's facilities, what changes would you make?	If you could add anything to your school's facilities, what would you add?	From the following list, what is your first priority?	From the following list, what is your second priority?	From the following list, what is your third priority?	From the following list, what is your fourth priority?	From the following list, what is your fifth priority?
Nelson Avenue Middle School	Cleanliness	Portables	Lower ceilings	Storage / Warehouse	Modernized and upgraded classrooms	Comfortable, age-appropriate furniture in classrooms	Increased parking	Ease of student drop-off/pick-up by parents	Improved Aesthetics of school buildings & grounds
					Improved Aesthetics of school buildings & grounds	Most current technology in classrooms	Replacement of portable classrooms	Modernized and upgraded classrooms	Providing outdoor learning spaces
	Its spaciousness (sprawling campus)	Not enough practical space for science classes (i.e., labs). We only have one lab...	Quieter AC units in the classrooms	New science labs	Modernized and upgraded classrooms	Improved playgrounds and fields with age appropriate play equipment	Improved Aesthetics of school buildings & grounds	Providing outdoor learning spaces	Additional or improved student and staff restrooms
	I love the people that work here. I love our grounds--the grass.	heater filters seem to always be dirty	Make it where teachers can adjust the temperature of their classrooms more. It's either too hot or too cold.	A more even track for the students to run on--instead of uneven ground	Comfortable, age-appropriate furniture in classrooms	Replacement of portable classrooms	Additional or improved student and staff restrooms	Providing outdoor learning spaces	Safety of students, teachers and staff (dedicated entries and fencing)
	The people			Science Lab Classrooms	Most current technology in classrooms	Modernized and upgraded classrooms	Replacement of portable classrooms	Additional or improved student and staff restrooms	Providing outdoor learning spaces
					Improved playgrounds and fields with age appropriate play equipment	Providing outdoor learning spaces	Replacement of portable classrooms	Comfortable, age-appropriate furniture in classrooms	Safety of students, teachers and staff (dedicated entries and fencing)
	School Layout		Bigger music room with ample storage, Update acoustic in 10B	More storage	Replacement of portable classrooms	Improved multi-purpose cafeterias	Modernized and upgraded classrooms	Additional or improved student and staff restrooms	Increased parking
Plumas Avenue Elementary School	I like the secure fencing that was put up and the overhangs for when it rains	Lack of shade on the big playground and no covered area for after school parent pick up on rainy days. Kindergarten playground is to small and lacks enough play structures.	Enlarge the kindergarten playground or add additional one at front of school in vacant lot area.	Add shaded break areas to big playground.	Improved playgrounds and fields with age appropriate play equipment	Ease of student drop-off/pick-up by parents	Increased parking		
	Staff and Students				Ease of student drop-off/pick-up by parents	Increased parking	Safety of students, teachers and staff (dedicated entries and fencing)	Modernized and upgraded classrooms	Comfortable, age-appropriate furniture in classrooms
	the people I work with	lack of fencing, lack of trees, dead grass, lack of shade, outdated chrome books, lack of parking	see above	see above	Safety of students, teachers and staff (dedicated entries and fencing)	Most current technology in classrooms	Increased parking	Improved Aesthetics of school buildings & grounds	Ease of student drop-off/pick-up by parents
	The safety of it	It's kind of unwelcoming	Updated everything	Outdoor learning areas	Providing outdoor learning spaces	Improved libraries	Improved multi-purpose cafeterias	Replacement of portable classrooms	Ease of student drop-off/pick-up by parents
	Teachers and staff	It has taken almost a year to replace damaged playground equipment	Replace sidewalk, it's uneven, improve kindergarten playground or fix the drainage problems, repair cafeteria "in the wall" tables so that the cafeteria can be used year round for p.e.	Additional playground equipment, Covered space on playground and around campus.	Modernized and upgraded classrooms	Ease of student drop-off/pick-up by parents	Comfortable, age-appropriate furniture in classrooms	Improved multi-purpose cafeterias	Improved Aesthetics of school buildings & grounds
	The staff	The buildings look run down. The siding is warped on some of the. The paint on the playground looks terrible	Fix the things mentioned above	I would cover the grass area behind the cafeteria and put solar panels on top of the cover. There should be picnic tables under the cover so kids could eat outside on nice days	Modernized and upgraded classrooms	Improved Aesthetics of school buildings & grounds	Most current technology in classrooms	Safety of students, teachers and staff (dedicated entries and fencing)	Additional or improved student and staff restrooms
	The staff, the new playground, and the library.	All the flooded areas when it rains. Need to fix the standing water issues and the mildew and mold.	Covered walkways, outside areas need more shade everywhere, K playground needs more space and a leveled lawn that is watered	A better watering system so that we have less mud on the playgrounds year round. Grass dies out in the summer and becomes mud in the winter. Find a way to make the electrical boxes inaccessible to the kinders. It is a constant battle to keep them from playing with them and climbing on them.	Ease of student drop-off/pick-up by parents	Improved playgrounds and fields with age appropriate play equipment	Increased parking	Most current technology in classrooms	Modernized and upgraded classrooms

Table B-1 — **Survey Data Results**

School/Facility	What is the thing you like best about your school/facility?	What is the thing you like least about your school?	If you could change anything about your school's facilities, what changes would you make?	If you could add anything to your school's facilities, what would you add?	From the following list, what is your first priority?	From the following list, what is your second priority?	From the following list, what is your third priority?	From the following list, what is your fourth priority?	From the following list, what is your fifth priority?
Plumas Avenue Elementary School	my co workers, library and i think ill like the new playground	all the work that need to be done ie water fountain, mold removed, drainage fixed	fix the standing water problem and mold	more room for play for K covered walkways, and more shade areas, leveled lawn, draining system	Ease of student drop-off/pick-up by parents	Providing outdoor learning spaces	Most current technology in classrooms	Improved Aesthetics of school buildings & grounds	Improved playgrounds and fields with age appropriate play equipment
	The staff, new playground and library	that may classroom is not appropriate for the age that I am teaching. Everything is to high and there is not enough room for my students.	I would modernize the classrooms so that they would be affective for the students in them.	A safer environment for the children to play.	Modernized and upgraded classrooms	Ease of student drop-off/pick-up by parents	Improved playgrounds and fields with age appropriate play equipment	Providing outdoor learning spaces	Increased parking
	new fence/gates	bare dirt patches	fill in the bare dirt patches with bark or rocks so that it looks better (next to rooms 9 and 13)		Improved Aesthetics of school buildings & grounds	Safety of students, teachers and staff (dedicated entries and fencing)	Most current technology in classrooms	Modernized and upgraded classrooms	Providing outdoor learning spaces
Poplar Avenue Elementary School	The people :)	Our cafeteria/muti-purpose room, only having one bathroom for ALL staff.	New or upgraded classrooms, better parking lot for parking and drop off/pick up.	More bathrooms for staff and students, more classrooms, more parking, an amazing multi-purpose room/cafeteria.	Improved multi-purpose cafeterias	Additional or improved student and staff restrooms	Increased parking	Replacement of portable classrooms	Modernized and upgraded classrooms
	Staff	Mobiles	No more mobiles	More bathrooms	Replacement of portable classrooms	Increased parking	Improved multi-purpose cafeterias	Most current technology in classrooms	Additional or improved student and staff restrooms
	N/A	Only one staff bathroom to share in the office with a growing campus.	Bathroom, and parking lot	Better parking, more bathrooms and cooler ac	Ease of student drop-off/pick-up by parents	Safety of students, teachers and staff (dedicated entries and fencing)	Replacement of portable classrooms	Increased parking	Additional or improved student and staff restrooms
	The staff that I work with	We only have one bathroom for all staff. Our parking lot needs to be expanded	We are in need of a new paint job. Our paint on the facility is very faded and old. It would be nice if that paint matched our school colors.	Extra bathrooms	Additional or improved student and staff restrooms	Safety of students, teachers and staff (dedicated entries and fencing)	Increased parking	Ease of student drop-off/pick-up by parents	Improved Aesthetics of school buildings & grounds
	That there is a safe child drop off zone.	Only one entrance and exit. If an emergency happens I believe there should be more than one exit for vehicles.	Better security for the children.	Another drive way.	Safety of students, teachers and staff (dedicated entries and fencing)	Increased parking	Replacement of portable classrooms	Comfortable, age-appropriate furniture in classrooms	Ability to use playground facilities after school hours and weekends
	Parking is generally not an issue.	Weird layout of office space and classrooms. Not enough staff restrooms, and student restrooms in a portable building.	Poplar Ave school just seems very temporary, even though it has been there for 50 years. The layout of the school is off. The office seems like an after-thought and the classrooms have no covered halls between them so sidewalk can be flooded in the winter. Some of the classrooms leak in the winter as well.	I would add more bathrooms for the staff, covered walkways, a better gym, multi-purpose room and newer, updated classrooms.	Improved Aesthetics of school buildings & grounds	Additional or improved student and staff restrooms	Improved multi-purpose cafeterias	Replacement of portable classrooms	Safety of students, teachers and staff (dedicated entries and fencing)
	openness of property	lack of adult bathrooms--we need more adult bathrooms	more adult bathrooms	more adult bathrooms	Additional or improved student and staff restrooms	Increased parking	Additional or improved student and staff restrooms	Increased parking	Additional or improved student and staff restrooms
	The playground and the grass areas for the students to play on	The portable classrooms are old and arranged in a unfriendly way. We only have 1 staff bathroom.	Add more bathrooms for staff and students and get update for the portables. Improve the outside aesthetics around the portables.	A Multipurpose room	Additional or improved student and staff restrooms	Replacement of portable classrooms	Improved Aesthetics of school buildings & grounds	Modernized and upgraded classrooms	Improved multi-purpose cafeterias
	The staff and teachers	How old the buildings are	Update all the portables	Drinking fountains	Replacement of portable classrooms	Most current technology in classrooms	Improved multi-purpose cafeterias	Providing outdoor learning spaces	Comfortable, age-appropriate furniture in classrooms
	I like how the schools hand out news letters to keep the parents informed about what's going on at the school.	Secrets	more bathrooms. improve the parking lot. a school track that is kept up.	parent parking for tlc in the unused grass area.	Additional or improved student and staff restrooms	Increased parking	Modernized and upgraded classrooms	Increased parking	Improved multi-purpose cafeterias
				More Staff Bathrooms	Safety of students, teachers and staff (dedicated entries and fencing)	Providing outdoor learning spaces			
	the upgrades in the center complex. (classrooms attached to the office)	portables	No portables.		Replacement of portable classrooms	Most current technology in classrooms	Additional or improved student and staff restrooms	Improved Aesthetics of school buildings & grounds	Improved multi-purpose cafeterias
	Other than the families and family feel, our location.	The lack of maintenance over time, which has resulted in many issues.	I would get rid of the portables and replace them with facilities that will stand the test of time. I would also improve the bathroom ratio for students and adults.	A multi-purpose room with a stage and bathrooms, for students and adults.	Replacement of portable classrooms	Additional or improved student and staff restrooms	Improved multi-purpose cafeterias	Ease of student drop-off/pick-up by parents	Modernized and upgraded classrooms
	The friendly and caring staff	No sports	Have sport teams	Track and field extra curricular activity	Improved Aesthetics of school buildings & grounds	Safety of students, teachers and staff (dedicated entries and fencing)	Ability to use playground facilities after school hours and weekends	Ease of student drop-off/pick-up by parents	Improved multi-purpose cafeterias

Table B-1 — **Survey Data Results**

School/Facility	What is the thing you like best about your school/facility?	What is the thing you like least about your school?	If you could change anything about your school's facilities, what changes would you make?	If you could add anything to your school's facilities, what would you add?	From the following list, what is your first priority?	From the following list, what is your second priority?	From the following list, what is your third priority?	From the following list, what is your fourth priority?	From the following list, what is your fifth priority?
Poplar Avenue Elementary School		It is run down and does not have equal facilities to the other elementary sites.	Restrooms for students and staff, exterior paint, modernization of buildings, multi-purpose room that is comparable to other elementary sites and that fit all students.	New classrooms for old portables, and more classrooms to fit our growing population	Improved multi-purpose cafeterias	Replacement of portable classrooms	Improved Aesthetics of school buildings & grounds	Additional or improved student and staff restrooms	Safety of students, teachers and staff (dedicated entries and fencing)
	location	not enough adult bathrooms	more adult bathrooms	more adult bathrooms	Additional or improved student and staff restrooms	Increased parking	Additional or improved student and staff restrooms	Increased parking	Additional or improved student and staff restrooms
	The playground areas	The bathrooms			Additional or improved student and staff restrooms	Providing outdoor learning spaces	Improved libraries	Increased parking	Replacement of portable classrooms
	The Playground	The Parking Lot, and the lack of outside adult/staff bathrooms	The Parking lot	Outside Staff/Adult bathrooms	Additional or improved student and staff restrooms	Increased parking	Improved Aesthetics of school buildings & grounds	Safety of students, teachers and staff (dedicated entries and fencing)	Providing outdoor learning spaces
	Everything is close together.	Parking lot	Improve kitchen and covered walk ways	Gym.	Improved multi-purpose cafeterias	Increased parking	Additional or improved student and staff restrooms	Replacement of portable classrooms	Ease of student drop-off/pick-up by parents
Sierra Avenue Elementary School	Location, potential, cafeteria.	Portables.	Updated playground more shade.	Another eating area or way for students to access the cafeteria without going through the hallway and disturbing others.	Replacement of portable classrooms	Improved playgrounds and fields with age appropriate play equipment	Modernized and upgraded classrooms	Additional or improved student and staff restrooms	Additional or improved student and staff restrooms
	I like the covered walkways and large, multi-windowed classrooms of the older non-portable rooms.	The thing I like least of all at Sierra is the lack of parking for parents as well as employees.	The older classrooms that were remodeled about 15 or so years ago were remodeled with some pretty shoddy cabinetry. If I could change anything I would like the cabinets replaced and upgraded. They are literally falling apart.	I would probably add more classrooms that were not portable buildings.	Modernized and upgraded classrooms	Increased parking	Replacement of portable classrooms	Ease of student drop-off/pick-up by parents	Safety of students, teachers and staff (dedicated entries and fencing)
	The divided play areas TK-2nd and 3rd-5th	Lack of classrooms	More safe staff parking	another classroom	Increased parking	Replacement of portable classrooms	Ease of student drop-off/pick-up by parents	Modernized and upgraded classrooms	Comfortable, age-appropriate furniture in classrooms
	playgrounds sizes/ potential	wide open campus	add locked security fences all around with only one entrance into the school		Safety of students, teachers and staff (dedicated entries and fencing)	Improved Aesthetics of school buildings & grounds	Ease of student drop-off/pick-up by parents	Improved playgrounds and fields with age appropriate play equipment	Improved multi-purpose cafeterias
	staff	things like menu never coming out until 2nd week of the month my child doesn't like everything if don't know what served first week might not get full meal	PARKING I've noticed staff parks outfront and across the street when they have staff parking in back including cafeteria	same as above more parking	Increased parking	Improved Aesthetics of school buildings & grounds	Providing outdoor learning spaces	Improved playgrounds and fields with age appropriate play equipment	Replacement of portable classrooms
	Most of the classrooms are in covered hallways and most classrooms have two doors to exit.	The campus is very open and accessible to the public. We often have people on campus during school hours that do not belong. There is a lot of the school that is not visible on security cameras.	One entrance into the school and monitoring so that the office could see "live," security cameras.	Fencing.	Safety of students, teachers and staff (dedicated entries and fencing)	Increased parking	Ease of student drop-off/pick-up by parents	Improved playgrounds and fields with age appropriate play equipment	Replacement of portable classrooms
	There are so many windows in the original classrooms	The impractical, inefficient, inadequate, inconvenient, dangerous, filthy, cluttered, poorly lit and insanely hot loft that's used for storing all elementary schools' curriculum.	I would install baseboards in the library to eliminate moisture problem.	I'd buy a portable to be used solely for curriculum storage.	Ease of student drop-off/pick-up by parents	Safety of students, teachers and staff (dedicated entries and fencing)	Increased parking	Additional or improved student and staff restrooms	Comfortable, age-appropriate furniture in classrooms
	Being treated as a professional	Old technology paired with new technology, intercom/PA system (inside/out) is terrible sounding	Better leadership, better communication, better unity between admin/certificated/classified, District Professional Development in NHA, PBIS, ULD, ASD, PLC	Shade structures on playgrounds on all sites, better drainage of grounds,	Most current technology in classrooms	Ease of student drop-off/pick-up by parents	Improved playgrounds and fields with age appropriate play equipment	Improved libraries	Providing outdoor learning spaces
	The staff	Not enough rooms for all support teachers/nest/afterschool	Get a few more portables so that we can have room for all listed above	See above	Replacement of portable classrooms	Ease of student drop-off/pick-up by parents	Modernized and upgraded classrooms	Improved playgrounds and fields with age appropriate play equipment	Safety of students, teachers and staff (dedicated entries and fencing)
	The layout with the grade level clasrooms clumped together in "wings".	Size of staff room	Redo the North playground field. Level the field, fix the leaks in the irrigation system, and redo the track.	Solar-powered, covered parking areas.	Improved playgrounds and fields with age appropriate play equipment	Improved Aesthetics of school buildings & grounds	Safety of students, teachers and staff (dedicated entries and fencing)	Ease of student drop-off/pick-up by parents	Modernized and upgraded classrooms
	The classrooms	There are no extra classrooms for meeting, testing room, music/art room etc.	fencing around the classrooms	more portables	Safety of students, teachers and staff (dedicated entries and fencing)	Most current technology in classrooms	Improved playgrounds and fields with age appropriate play equipment	Ease of student drop-off/pick-up by parents	Improved Aesthetics of school buildings & grounds
	The new security cameras	Parent pick up logistics	Expand the security fencing to extend further out.	Updated technology for students	Most current technology in classrooms	Safety of students, teachers and staff (dedicated entries and fencing)	Additional or improved student and staff restrooms	Comfortable, age-appropriate furniture in classrooms	Ease of student drop-off/pick-up by parents
	The nice classrooms. (Non-Portable) and the people of course.	It's very spread out and has many entry points.	Close in the front and the back with wrought Iron fencing with push out gates so anyone can leave, but only people with the key can enter the campus.	Same as above, as well as some new chairs/desks as needed. I would also love future new buildings to eliminate portable classrooms, but I know the cost would be high.	Safety of students, teachers and staff (dedicated entries and fencing)	Comfortable, age-appropriate furniture in classrooms	Improved Aesthetics of school buildings & grounds	Ease of student drop-off/pick-up by parents	Replacement of portable classrooms
		Safety- Lack of fence. Too many entrance points. People come on campus through the back without passes before the end of the day.	Tall fence around the entire school. Office would be the entrance during school hours with a keyed entrance for staff in the back parking lot.	Fence	Safety of students, teachers and staff (dedicated entries and fencing)	Comfortable, age-appropriate furniture in classrooms	Improved playgrounds and fields with age appropriate play equipment	Modernized and upgraded classrooms	Ease of student drop-off/pick-up by parents

Table B-1 — **Survey Data Results**

School/Facility	What is the thing you like best about your school/facility?	What is the thing you like least about your school?	If you could change anything about your school's facilities, what changes would you make?	If you could add anything to your school's facilities, what would you add?	From the following list, what is your first priority?	From the following list, what is your second priority?	From the following list, what is your third priority?	From the following list, what is your fourth priority?	From the following list, what is your fifth priority?
Sierra Avenue Elementary School	The staff lounge room	Not enough portables for classes	Bring in enough portables/classrooms to be available for all teachers and interventions	Room and space for employees to work in at ease	Modernized and upgraded classrooms	Replacement of portable classrooms	Providing outdoor learning spaces	Improved Aesthetics of school buildings & grounds	Ability to use playground facilities after school hours and weekends
	The large field.	lack of fencing and the uneven sidewalks	better fencing	I would add better fencing to add security and shade on the north playground	Safety of students, teachers and staff (dedicated entries and fencing)	Ease of student drop-off/pick-up by parents	Replacement of portable classrooms	Most current technology in classrooms	Improved libraries
TLC Preschool	Sharing a campus with Poplar Ave, being part of the school community, Preschool having their own area as well.	The old buildings, leaking roofs, soft floors	Updated buildings	Staff only restrooms and restrooms in each classroom	Modernized and upgraded classrooms	Additional or improved student and staff restrooms	Ease of student drop-off/pick-up by parents	Increased parking	Replacement of portable classrooms
	I like the fact that we have ample walk ways to the cafeteria. I also like the access to our playgrounds being close to our rooms of our preschool playground.	I don't like the way our rooms are beginning to have multiple problems at a time. Things are falling apart and the buildings are looking old and broken down.	I would begin by repainting and repairing the outsides of the better buildings and replace the ones that have the most repair needs. New parking lot just for staff.	Solar power. We have plenty of room in the back fields for panels and we could use those to park under to help our parking lot problems.	Replacement of portable classrooms	Increased parking	Improved Aesthetics of school buildings & grounds	Ease of student drop-off/pick-up by parents	Most current technology in classrooms
All Locations	Staff	Better recess equipment.	More parking	Better classrooms and more bathrooms and a awesome room for the library.	Additional or improved student and staff restrooms	Improved libraries	Replacement of portable classrooms	Increased parking	Improved multi-purpose cafeterias
	The locations	Most of the TUSD sites don't have sidewalks for students when walking up to the school. Parking lots aren't well maintained. Where space allows, there should be more parking for parents and staff. Grounds should be better maintained. There are weeds where there should be landscaping. The middle school should have quarter mile track on the grounds with tennis courts.	Get rid of all portables and all cyclone fencing	A large kitchen where all food is prepped and cooked daily for all sites. Better meals for students.	Improved playgrounds and fields with age appropriate play equipment	Comfortable, age-appropriate furniture in classrooms	Improved Aesthetics of school buildings & grounds	Replacement of portable classrooms	Modernized and upgraded classrooms
District Office	Location is nice.	We could use a little more office space	Add additional office space.	Add additional office space	Additional or improved student and staff restrooms	Improved Aesthetics of school buildings & grounds			

Appendix C Smartsheets Per School Site

Appendix C
Smartsheets Per School Site

Campus / Score Category / Item Description	Priority 1 (1-3 Years) Total Cost	Priority 2 (4-7 Years) Total Cost	Priority 3 (8-15 Years) Total Cost	Priority 4 (16+ Years) Total Cost	Total Cost
Nelson Avenue Middle School		**$3,783,860**	**$6,683,420**	**$4,418,150**	**$14,885,430**
Actual Completed Cost- No work done	0.00				**$0**
Civil		**$605,694**			**$605,694**
Provide and Install Exterior Perimeter Fencing at front of the school (6' tall).		$174,257			$174,257
Provide and Install Exterior Perimeter Field Fencing (6' tall around the entire school and in campus).		$431,438			$431,438
Building Envelope		**$2,778,635**	**$1,223,559**	**$2,900**	**$4,005,094**
Repair and paint columns.				$2,900	$2,900
Replace or repair all miscellaneous damaged plaster		$648,617			$648,617
Replace the existing built up roof with aluminum coating		$634,545			$634,545
Replace the existing Modified Bitumen roof		$1,375,113			$1,375,113
Replace the existing Single Ply / coated roof			$545,063		$545,063
Replace the existing Single Ply roof		$120,360			$120,360
Replace the existing standing seam metal roof			$309,994		$309,994
Replace/overlay the existing standing seam metal roof			$368,503		$368,503
Architecture		**$6,490**	**$1,784,006**		**$1,790,496**
Build/Provide Storage Space			$4,322		$4,322
Classroom 1- Remove and Replace Baseboards.			$844		$844
Classroom 1- Remove and Replace Counter top sink and backsplash.			$4,219		$4,219
Classroom 1- Remove and replace front and back door, hardware, jambs, and threshold.			$7,425		$7,425
Classroom 1- Remove and replace vinyl tile flooring.			$12,494		$12,494
Classroom 2- Remove and Replace Baseboards.			$844		$844
Classroom 2- Remove and Replace Counter top sink and backsplash.			$4,219		$4,219
Classroom 2- Remove and replace front and back door, hardware, jambs, and threshold.			$7,425		$7,425
Classroom 2- Remove and replace vinyl tile flooring.			$12,494		$12,494
Classroom 20- Remove and replace door, hardware and threshold.			$3,713		$3,713
Classroom 21- Remove and replace door, hardware and threshold.			$3,713		$3,713
Classroom 21- Remove and replace existing vinyl tile flooring			$8,330		$8,330
Classroom 22- Remove and replace existing vinyl tile flooring			$8,330		$8,330
Classroom 22- Remove and replace stained ceiling tiles.			$150		$150
Classroom 29- Remove and replace Door, hardware and threshold			$3,713		$3,713
Classroom 29- Remove and replace existing vinyl tile flooring			$8,330		$8,330
Classroom 3- Remove and Replace Baseboards.			$844		$844
Classroom 3- Remove and Replace Counter top sink and backsplash			$4,219		$4,219
Classroom 3- Remove and replace front and back door, hardware, jambs, and threshold.			$7,425		$7,425

Campus / Score Category / Item Description	Priority 1 (1-3 Years) Total Cost	Priority 2 (4-7 Years) Total Cost	Priority 3 (8-15 Years) Total Cost	Priority 4 (16+ Years) Total Cost	Total Cost
Classroom 3- Remove and replace vinyl tile flooring.			$8,100		$8,100
Classroom 30- Portable Sidings, needs to be removed and replaced.			$40,597		$40,597
Classroom 33- Portable Sidings, needs to be removed and replaced.			$40,500		$40,500
Classroom 35- Portable Sidings, needs to be removed and replaced.			$40,500		$40,500
Classroom 36- Portable Sidings, needs to be removed and replaced.			$40,500		$40,500
Classroom 37- Portable Sidings, needs to be removed and replaced.			$40,500		$40,500
Classroom 38 - Remove and replace existing vinyl tile flooring			$5,400		$5,400
Classroom 39- Remove and replace existing vinyl tile flooring			$5,400		$5,400
Classroom 4- Remove and Replace Baseboards.			$844		$844
Classroom 4- Remove and replace front and back door, hardware, jambs, and threshold			$7,425		$7,425
Classroom 4- Remove and replace vinyl tile flooring.			$8,100		$8,100
Classroom 5- Remove and Replace Baseboards.			$844		$844
Classroom 5- Remove and replace front and back door, hardware, jambs, and threshold			$7,425		$7,425
Classroom 5- Remove and replace vinyl tile flooring.			$8,100		$8,100
Classroom 6- Remove and Replace Baseboards.			$844		$844
Classroom 6- Remove and replace front and back door, hardware, jambs, and threshold.			$7,425		$7,425
Classroom 6- Remove and replace vinyl tile flooring.			$12,494		$12,494
Classroom 7- Remove and Replace Baseboards.			$844		$844
Classroom 7- Remove and replace front and back doors, hardware, jambs, threshold.			$7,425		$7,425
Classroom 7- Remove and replace vinyl tile flooring.			$8,100		$8,100
Different keys for restrooms. Remove and or replace to match restroom keys to the rest.			$7,425		$7,425
Exterior Admin doors and hardware needs to be removed and replaced.			$11,138		$11,138
Exterior: Paint all painted surfaces.			$297,244		$297,244
Interior Room thresholds at doors needs to be removed and replaced.			$14,850		$14,850
Interior: Paint all painted surfaces.			$238,181		$238,181
Provide new flooring (vinyl tiles) in custodian room interior to cafeteria building.			$1,350		$1,350
Provide/Construct storage room dedicated for tables.			$76,869		$76,869
Remodel Student Center			$364,500		$364,500
Renovate boys and girls restroom. Ensure ADA accessibility. Include new wall and floor finishes, fixtures, toilet partitions etc.			$168,750		$168,750
Replace and Provide new vinyl flooring in main eating hall of the caefeteria			$135,000		$135,000
Replace and Provide new flooring in Kitchen area same building of the cafeteria			$36,450		$36,450
Replace teaching surfaces at each classroom. Rooms: 1, 2, 3, 4, 5, 6, 7, 20, 21, 22, 23, 29, 30, 33, 34, 35, 36, 37, and 38			$12,184		$12,184
Replace windows at each classroom. Rooms: 1, 2, 3, 4, 5, 6, 7, 20, 21, 22, 23, 29, 30, 33, 34, 35, 36, 37, and 38 to more efficient double paned windows.			$25,650		$25,650
Staff Restroom door too small and space too small. Needs upgrade with new door and threshold.		$6,490			$6,490

Campus / Score Category / Item Description	Priority 1 (1-3 Years) Total Cost	Priority 2 (4-7 Years) Total Cost	Priority 3 (8-15 Years) Total Cost	Priority 4 (16+ Years) Total Cost	Total Cost
Electrical			**$1,979,171**	**$54,375**	**$2,033,546**
All rooms with electrical panels need to be cleared of any obstructions to access the panel. Need 36" of clear space minimum.			$253		$253
All rooms/classrooms with electrical panels need to be cleared of any obstructions to access the panel. Need 36" of clear space minimum.			$253		$253
Provide covers on all open electrical and technology junction boxes.			$6,328		$6,328
Provide exterior lighting controls.			$9,281		$9,281
Provide interior lighting controls.			$667,656		$667,656
Provide new lighting controls.				$54,375	$54,375
Replace exterior lights with LED lighting.			$51,131		$51,131
Replace interior lights with LED lighting.			$1,244,268		$1,244,268
Plumbing		**$369**			**$369**
Replace insta-hot water heater. in the bathroom.		$369			$369
Technology		**$238,738**			**$238,738**
Replace master clock system.		$238,738			$238,738
Life Safety & Security		**$139,103**	**$199,879**		**$338,982**
ADA Walkway issues to south to MP. (multiple work to be done to address this issue, 100'x4')		$104,070			$104,070
Admin Interior rooms with sinks needs to be brought up to ADA code compliant.			$8,259		$8,259
Classroom 1- Bring up to ADA compliant code sink.			$2,869		$2,869
Classroom 1- Remove and replace sloping concrete curb at front entrance.		$3,540			$3,540
Classroom 2- Bring up to ADA compliant code sink.			$2,869		$2,869
Classroom 2- Remove and replace sloping concrete curb at front entrance.			$338		$338
Classroom 20- Bring up to ADA compliant code sink.			$2,869		$2,869
Classroom 20- Remove and replace sloped curb at entrance.			$677		$677
Classroom 21- Bring up to ADA compliant code sink.			$2,869		$2,869
Classroom 21- Remove and replace sloped curb at entrance.			$677		$677
Classroom 22- Bring up to ADA compliant code sink.			$2,869		$2,869
Classroom 29- Bring up to ADA compliant code sink.			$2,869		$2,869
Classroom 29- Remove and replace slope curb at entrance.			$423		$423
Classroom 3- Bring up to ADA compliant code sink.			$2,869		$2,869
Classroom 3- Remove and replace sloping concrete curb at front entrance.			$4,050		$4,050
Classroom 30- Bring up to ADA compliant code sink.			$2,869		$2,869
Classroom 30- Ramp Deck need replacement along with grip surface top layer.			$1,434		$1,434
Classroom 33- Bring up to ADA compliant code sink.			$2,869		$2,869
Classroom 33- Ramp Deck need replacement along with grip surface top layer.			$1,434		$1,434

Campus / Score Category / Item Description	Priority 1 (1-3 Years) Total Cost	Priority 2 (4-7 Years) Total Cost	Priority 3 (8-15 Years) Total Cost	Priority 4 (16+ Years) Total Cost	Total Cost
Classroom 35- Bring up to ADA compliant code sink.			$2,869		$2,869
Classroom 35- Ramp Deck need replacement along with grip surface top layer.			$1,434		$1,434
Classroom 36 - Bring up to ADA compliant code sink.			$2,869		$2,869
Classroom 36- Ramp Deck need replacement along with grip surface top layer.			$1,434		$1,434
Classroom 37- Bring up to ADA compliant code sink.			$2,869		$2,869
Classroom 37- Ramp Deck need replacement along with grip surface top layer.			$1,434		$1,434
Classroom 39- Bring up to ADA compliant code sink.			$2,869		$2,869
Classroom 4- Bring up to ADA compliant code sink.			$2,869		$2,869
Classroom 4- Remove and replace sloping concrete curb at front entrance.		$3,540			$3,540
Classroom 5- Bring up to ADA compliant code sink.			$2,869		$2,869
Classroom 5- Remove and replace sloping concrete curb at front entrance.		$296			$296
Classroom 6- Bring up to ADA compliant code sink.			$2,869		$2,869
Classroom 6- Remove and replace sloping concrete curb at front entrance.		$296			$296
Classroom 7- Bring up to ADA compliant code sink		$2,508			$2,508
Need 1 exit door, hardware, jambs, and etc. at counselor's office room.		$3,245			$3,245
Provide illuminated exit signs in class rooms that have a second exit.		$21,019			$21,019
Provide new parking lot lighting throughout.			$132,300		$132,300
Remove tape over the fire alarm horn.			$84		$84
Ventilation Grill needs to be replaced with new (4'x3' size) in the cafeteria building next to the interior water fountain.		$590			$590
Athletics/Activities			**$1,218,289**		**$1,218,289**
Boys & Girls Locker Room- Remove, replace, refinish flooring and shower flooring, painting of walls and ceiling.			$405,000		$405,000
Need to resurface Basketball courts. Existing has cracks. (3 Basketball Courts).			$340,200		$340,200
New future running track.			$473,089		$473,089
Food Service		**$14,832**	**$33,829**		**$48,661**
Exterior double doors entrance/exit need to be replaced along with thresholds, hardware and bring into compliance with the slope into the entrance/exit (exterior).		$14,750			$14,750
Interior doors into storage rooms, kitchen, and custodial needs removal and replace along with door hardware and thresholds..			$14,850		$14,850
Remove and replace 10 ceiling tiles in the main cafeteria hall.		$82			$82
Remove and replace base boards in main cafeteria.			$2,462		$2,462
Sink fixtures, and under the sink			$16,517		$16,517
New Portables/Classrooms				**$3,654,000**	**$3,654,000**
New Future Classrooms (7)				$3,654,000	$3,654,000

Campus / Score Category / Item Description	Priority 1 (1-3 Years) Total Cost	Priority 2 (4-7 Years) Total Cost	Priority 3 (8-15 Years) Total Cost	Priority 4 (16+ Years) Total Cost	Total Cost
New Restrooms				**$163,125**	**$163,125**
New Future Restrooms (2)				$163,125	$163,125
New Shade/Outdoor Structure			**$244,688**	**$543,750**	**$788,438**
New Future Outdoor Learning (3), Computer Quad, New Plaza				$543,750	$543,750
New Future Parking (Leveling, grading, scraping, asphalt), reconfigure drop offs and parking			$219,375		$219,375
New Future Shade Structure			$25,313		$25,313
Sierra Avenue Elementary School	**$281,077**	**$2,252,526**	**$2,934,218**	**$1,202,231**	**$6,670,052**
Actual Completed Cost- Relocatables	$130,407.02				$130,407.02
Civil	**$222,560**		**$103,359**	**$45,313**	**$371,232**
Concrete Pads for AC/Mechanical Units			$103,359		$103,359
Future Demolish/Remove Portable.				$45,313	$45,313
Future Expanded Parking with demolition of existing. And reconfigure bus and auto drop-offs.	**$222,560**				$222,560
Building Envelope		**$1,352,723**	**$111,628**	**$58,544**	**$1,522,894**
Replace the existing Architectural Comp Shingle roof			$104,541		$104,541
Replace the existing modified bitumen roof		$456,365			$456,365
Replace the existing roof system		$104,283			$104,283
Replace the existing single ply roof		$451,350			$451,350
Replace/overlay the existing standing seam metal roof		$340,725			$340,725
Restroom adjacent to class #5. Arch. comp shingle			$7,088		$7,088
Restroom adjacent to class #6: Coated 2 ply mod-bit				$58,544	$58,544
Architecture	**$222,560**	**$12,538**	**$899,431**		**$911,968**
Classroom 1- Remove and replace existing door, hardware and jambs.			$3,713		$3,713
Classroom 1- Remove and replace vinyl tile flooring (36'x40')			$29,986		$29,986
Classroom 1- Remove and Replace Baseboards.			$844		$844
Classroom 1- Remove and Replace Counter top sink and backsplash.			$4,219		$4,219
Classroom 1- Replace teaching surfaces at each classroom.			$1,283		$1,283
Classroom 10- Remove and replace existing door, hardware and jambs.			$3,713		$3,713
Classroom 10- Remove and replace vinyl tile flooring (36'x40')			$29,986		$29,986
Classroom 10- Remove and Replace Baseboards.			$844		$844
Classroom 10- Remove and Replace Counter top sink and backsplash.			$4,219		$4,219
Classroom 10- Replace teaching surfaces at each classroom.			$1,283		$1,283
Classroom 11- Remove and replace existing door, hardware and jambs.			$3,713		$3,713
Classroom 11- Remove and replace vinyl tile flooring (36'x40')			$29,986		$29,986

Campus / Score Category / Item Description	Priority 1 (1-3 Years) Total Cost	Priority 2 (4-7 Years) Total Cost	Priority 3 (8-15 Years) Total Cost	Priority 4 (16+ Years) Total Cost	Total Cost
Classroom 11- Remove and Replace Baseboards.			$844		$844
Classroom 11- Remove and Replace Counter top sink and backsplash.			$4,219		$4,219
Classroom 11- Replace teaching surfaces at each classroom.			$1,283		$1,283
Classroom 12- Remove and replace existing door, hardware and jambs.			$3,713		$3,713
Classroom 12- Remove and replace vinyl tile flooring (36'x40')			$29,986		$29,986
Classroom 12- Remove and Replace Baseboards.			$844		$844
Classroom 12- Remove and Replace Counter top sink and backsplash.			$4,219		$4,219
Classroom 12- Replace teaching surfaces at each classroom.			$1,283		$1,283
Classroom 13- Remove and replace existing door, hardware and jambs.			$3,713		$3,713
Classroom 13- Remove and replace vinyl tile flooring (36'x40')			$29,986		$29,986
Classroom 13- Remove and Replace Baseboards.			$844		$844
Classroom 13- Remove and Replace Counter top sink and backsplash.			$4,219		$4,219
Classroom 13- Replace teaching surfaces at each classroom.			$1,283		$1,283
Classroom 14- Remove and replace existing door, hardware and jambs.			$3,713		$3,713
Classroom 14- Remove and replace vinyl tile flooring (36'x40')			$29,986		$29,986
Classroom 14- Remove and Replace Baseboards.			$844		$844
Classroom 14- Remove and Replace Counter top sink and backsplash.			$4,219		$4,219
Classroom 14- Replace teaching surfaces at each classroom.			$1,283		$1,283
Classroom 15- Remove and replace existing door, hardware and jambs.			$3,713		$3,713
Classroom 15- Remove and replace vinyl tile flooring (36'x40')			$29,986		$29,986
Classroom 15- Remove and Replace Baseboards.			$844		$844
Classroom 15- Remove and Replace Counter top sink and backsplash.			$4,219		$4,219
Classroom 15- Replace teaching surfaces at each classroom.			$1,283		$1,283
Classroom 16- Remove and replace existing door, hardware and jambs.			$3,713		$3,713
Classroom 16- Remove and replace vinyl tile flooring (36'x20 half the flooring is with new carpet tile').			$14,993		$14,993
Classroom 16- Remove and Replace Baseboards.			$844		$844
Classroom 16- Remove and Replace Counter top sink and backsplash.			$4,219		$4,219
Classroom 16- Remove, provide and Resurface grip layer on ramp (4'x40')		$1,254			$1,254
Classroom 16- Replace teaching surfaces at each classroom.			$1,283		$1,283
Classroom 17- Remove and replace existing door, hardware and jambs.			$3,713		$3,713
Classroom 17- Remove and replace vinyl tile flooring (36'x20 half the flooring is with new carpet tile').			$14,993		$14,993
Classroom 17- Remove and Replace Baseboards.			$844		$844

Campus / Score Category / Item Description	Priority 1 (1-3 Years) Total Cost	Priority 2 (4-7 Years) Total Cost	Priority 3 (8-15 Years) Total Cost	Priority 4 (16+ Years) Total Cost	Total Cost
Classroom 17- Remove and Replace Counter top sink and backsplash.			$4,219		$4,219
Classroom 17- Remove, provide and Resurface grip layer on ramp (4'x40')		$1,254			$1,254
Classroom 17- Replace teaching surfaces at each classroom.			$1,283		$1,283
Classroom 18- Remove and replace existing door, hardware and jambs.			$3,713		$3,713
Classroom 18- Remove and replace vinyl tile flooring (36'x20 half the flooring is with new carpet tile').			$14,993		$14,993
Classroom 18- Remove and Replace Baseboards.			$844		$844
Classroom 18- Remove and Replace Counter top sink and backsplash.			$4,219		$4,219
Classroom 18- Remove, provide and Resurface grip layer on ramp (4'x40')		$1,254			$1,254
Classroom 18- Replace teaching surfaces at each classroom.			$1,283		$1,283
Classroom 19- Remove and replace existing door, hardware and jambs.			$3,713		$3,713
Classroom 19- Remove and replace vinyl tile flooring (36'x20 half the flooring is with new carpet tile').			$14,993		$14,993
Classroom 19- Remove and Replace Baseboards.			$844		$844
Classroom 19- Remove and Replace Counter top sink and backsplash.			$4,219		$4,219
Classroom 19- Remove, provide and Resurface grip layer on ramp (4'x40')		$1,254			$1,254
Classroom 19- Replace teaching surfaces at each classroom.			$1,283		$1,283
Classroom 2- Remove and replace existing door, hardware and jambs.			$3,713		$3,713
Classroom 2- Remove and replace vinyl tile flooring (36'x40')			$29,986		$29,986
Classroom 2- Remove and Replace Baseboards.			$844		$844
Classroom 2- Remove and Replace Counter top sink and backsplash.			$4,219		$4,219
Classroom 2- Replace teaching surfaces at each classroom.			$1,283		$1,283
Classroom 20- Remove and replace existing door, hardware and jambs.			$3,713		$3,713
Classroom 20- Remove, provide and Resurface grip layer on ramp (4'x40')		$1,254			$1,254
Classroom 20- Replace teaching surfaces at each classroom.			$1,283		$1,283
Classroom 21- Remove and replace existing door, hardware and jambs.			$7,425		$7,425
Classroom 21- Remove and replace vinyl tile flooring (36'x20 half the flooring is with new carpet tile').			$29,986		$29,986
Classroom 21- Remove and Replace Baseboards.			$1,688		$1,688
Classroom 21- Remove and Replace Counter top sink and backsplash.			$8,438		$8,438
Classroom 21- Remove, provide and Resurface grip layer on ramp (4'x40')		$2,508			$2,508
Classroom 21- Replace teaching surfaces at each classroom.			$2,565		$2,565
Classroom 22- Remove and replace existing door, hardware and jambs.			$3,713		$3,713
Classroom 22- Remove and replace vinyl tile flooring (36'x20 half the flooring is with new carpet tile').			$14,993		$14,993
Classroom 22- Remove and Replace Baseboards.			$844		$844

Campus / Score Category / Item Description	Priority 1 (1-3 Years) Total Cost	Priority 2 (4-7 Years) Total Cost	Priority 3 (8-15 Years) Total Cost	Priority 4 (16+ Years) Total Cost	Total Cost
Classroom 22- Remove and Replace Counter top sink and backsplash.			$4,219		$4,219
Classroom 22- Remove, provide and Resurface grip layer on ramp (4'x40')		$1,254			$1,254
Classroom 22- Replace teaching surfaces at each classroom.			$1,283		$1,283
Classroom 24- Remove and replace existing door, hardware and jambs.			$3,713		$3,713
Classroom 24- Remove and replace vinyl tile flooring (36'x20 half the flooring is with new carpet tile').			$14,993		$14,993
Classroom 24- Remove and Replace Baseboards.			$844		$844
Classroom 24- Remove and Replace Counter top sink and backsplash.			$4,219		$4,219
Classroom 24- Remove, provide and Resurface grip layer on ramp (4'x40')		$1,254			$1,254
Classroom 24- Replace teaching surfaces at each classroom.			$1,283		$1,283
Classroom 25- Remove and replace existing door, hardware and jambs.			$3,713		$3,713
Classroom 25- Remove and replace vinyl tile flooring (36'x20 half the flooring is with new carpet tile').			$14,993		$14,993
Classroom 25- Remove and Replace Baseboards.			$844		$844
Classroom 25- Remove and Replace Counter top sink and backsplash.			$4,219		$4,219
Classroom 25- Remove, provide and Resurface grip layer on ramp (4'x40')		$1,254			$1,254
Classroom 25- Replace teaching surfaces at each classroom.			$1,283		$1,283
Classroom 3- Remove and replace existing door, hardware and jambs.			$3,713		$3,713
Classroom 3- Remove and Replace Counter top and moldings.			$4,219		$4,219
Classroom 4- Remove and replace existing door, hardware and jambs.			$3,713		$3,713
Classroom 4- Remove and Replace Counter top and moldings.			$4,219		$4,219
Classroom 6- Remove and replace existing door, hardware and jambs.			$3,713		$3,713
Classroom 6- Remove and replace vinyl tile flooring (36'x40')			$29,986		$29,986
Classroom 6- Remove and Replace Baseboards.			$844		$844
Classroom 6- Remove and Replace Counter top sink and backsplash.			$4,219		$4,219
Classroom 6- Replace teaching surfaces at each classroom.			$1,283		$1,283
Classroom 7- Remove and replace existing door, hardware and jambs.			$3,713		$3,713
Classroom 7- Remove and replace vinyl tile flooring (36'x40')			$29,986		$29,986
Classroom 7- Remove and Replace Baseboards.			$844		$844
Classroom 7- Remove and Replace Counter top sink and backsplash.			$4,219		$4,219
Classroom 7- Replace teaching surfaces at each classroom.			$1,283		$1,283
Classroom 8- Remove and replace existing door, hardware and jambs.			$3,713		$3,713
Classroom 8- Remove and replace vinyl tile flooring (36'x40')			$29,986		$29,986
Classroom 8- Remove and Replace Baseboards.			$844		$844
Classroom 8- Remove and Replace Counter top sink and backsplash.			$4,219		$4,219
Classroom 8- Replace teaching surfaces at each classroom.			$1,283		$1,283
Classroom 9- Remove and replace existing door, hardware and jambs.			$3,713		$3,713
Classroom 9- Remove and replace vinyl tile flooring (36'x40')			$29,986		$29,986

Campus / Score Category / Item Description	Priority 1 (1-3 Years) Total Cost	Priority 2 (4-7 Years) Total Cost	Priority 3 (8-15 Years) Total Cost	Priority 4 (16+ Years) Total Cost	Total Cost
Classroom 9- Remove and Replace Baseboards.			$844		$844
Classroom 9- Remove and Replace Counter top sink and backsplash.			$620		$620
Classroom 9- Replace teaching surfaces at each classroom.			$1,283		$1,283
Future Play Area for K and TK			$135,000		$135,000
Remove and replace drinking fountains.			$7,442		$7,442
Remove and replace windows to double paned energy efficient windows in classrooms 1-25			$33,750		$33,750
Mechanical		**$11,800**			**$11,800**
Provide/replace IDF/MDF air conditioning.		$11,800			$11,800
Electrical		**$742,884**	**$455,709**	**$10,875**	**$1,209,468**
Provide appropriate covers for electrical junction boxes		$553			$553
Provide interior lighting controls.			$455,709		$455,709
Replace interior lights with LED lighting.		$742,331			$742,331
Replace secondary switchgear.				$10,875	$10,875
Plumbing		**$8,260**			**$8,260**
Replace hot water heater.		$8,260			$8,260
Technology			**$414,281**		**$414,281**
Provide campus Public Address upgrade.			$227,855		$227,855
Replace master clock system.			$186,427		$186,427
Life Safety & Security	**$57,755**	**$124,322**	**$949,809**		**$1,131,886**
Classroom 1- Remove and replace sloping concrete curb at front entrance (4'x2').		$296			$296
Classroom 1- Sinks needs to be brought up to ADA code compliant.		$3,609			$3,609
Classroom 10- Remove and replace sloping concrete curb at front entrance (4'x2').		$108			$108
Classroom 10- Sinks needs to be bring brought up to ADA code compliant.	$3,273				$3,273
Classroom 11- Remove and replace sloping concrete curb at front entrance (4'x2').	$268				$268
Classroom 11- Sinks needs to be bring brought up to ADA code compliant.	$3,273				$3,273
Classroom 12- Remove and replace sloping concrete curb at front entrance (4'x2').	$268				$268
Classroom 12- Sinks needs to be bring brought up to ADA code compliant.	$3,313				$3,313
Classroom 13- Remove and replace sloping concrete curb at front entrance (4'x2').	$268				$268
Classroom 13- Sinks needs to be bring brought up to ADA code compliant.	$3,273				$3,273
Classroom 14- Remove and replace sloping concrete curb at front entrance (4'x2').		$296			$296
Classroom 14- Sinks needs to be bring brought up to ADA code compliant.		$3,609			$3,609
Classroom 15- Remove and replace sloping concrete curb at front entrance (4'x2').		$296			$296
Classroom 15- Sinks needs to be bring brought up to ADA code compliant.		$3,609			$3,609

Campus / Score Category / Item Description	Priority 1 (1-3 Years) Total Cost	Priority 2 (4-7 Years) Total Cost	Priority 3 (8-15 Years) Total Cost	Priority 4 (16+ Years) Total Cost	Total Cost
Classroom 16- Refinish, paint exterior ramp railings (tubular handrails).		$502			$502
Classroom 16- Remove and replace sloping concrete curb at front entrance (4'x2').		$142			$142
Classroom 16- Sinks needs to be bring brought up to ADA code compliant.		$3,609			$3,609
Classroom 17- Refinish, paint exterior ramp railings (tubular handrails).		$502			$502
Classroom 17- Remove and replace sloping concrete curb at front entrance (4'x2').		$108			$108
Classroom 17- Sinks needs to be bring brought up to ADA code compliant.		$3,609			$3,609
Classroom 18- Refinish, paint exterior ramp railings (tubular handrails).		$502			$502
Classroom 18- Remove and replace sloping concrete curb at front entrance (4'x2').		$108			$108
Classroom 18- Sinks needs to be bring brought up to ADA code compliant.		$3,609			$3,609
Classroom 19- Refinish, paint exterior ramp railings (tubular handrails).		$502			$502
Classroom 19- Remove and replace sloping concrete curb at front entrance (4'x2').		$296			$296
Classroom 19- Sinks needs to be bring brought up to ADA code compliant.		$3,609			$3,609
Classroom 2- Remove and replace sloping concrete curb at front entrance (4'x2').		$296			$296
Classroom 2- Sinks needs to be bring brought up to ADA code compliant.		$3,609			$3,609
Classroom 20- Refinish, paint exterior ramp railings (tubular handrails).		$502			$502
Classroom 21- Refinish, paint exterior ramp railings (tubular handrails).		$965			$965
Classroom 21- Remove and replace sloping concrete curb at front entrance (4'x2').		$404			$404
Classroom 21- Sinks needs to be bring brought up to ADA code compliant.		$7,219			$7,219
Classroom 22- Refinish, paint exterior ramp railings (tubular handrails).		$502			$502
Classroom 22- Remove and replace sloping concrete curb at front entrance (4'x2').		$108			$108
Classroom 22- Sinks needs to be bring brought up to ADA code compliant.		$3,609			$3,609
Classroom 24- Refinish, paint exterior ramp railings (tubular handrails).		$502			$502
Classroom 24- Remove and replace sloping concrete curb at front entrance (4'x2').		$108			$108
Classroom 24- Sinks needs to be bring brought up to ADA code compliant.		$3,609			$3,609
Classroom 25- Refinish, paint exterior ramp railings (tubular handrails).		$502			$502
Classroom 25- Remove and replace sloping concrete curb at front entrance (4'x2').		$108			$108
Classroom 25- Sinks needs to be bring brought up to ADA code compliant.		$3,609			$3,609
Classroom 3- Remove and replace sloping concrete curb at front entrance (4'x2').		$296			$296
Classroom 4- Remove and replace sloping concrete curb at front entrance (4'x2').		$108			$108
Classroom 6- Remove and replace sloping concrete curb at front entrance (4'x2').		$296			$296
Classroom 6- Sinks needs to be bring brought up to ADA code compliant.		$3,609			$3,609
Classroom 7- Remove and replace sloping concrete curb at front entrance (4'x2').		$136			$136

Campus / Score Category / Item Description	Priority 1 (1-3 Years) Total Cost	Priority 2 (4-7 Years) Total Cost	Priority 3 (8-15 Years) Total Cost	Priority 4 (16+ Years) Total Cost	Total Cost
Classroom 7- Sinks needs to be bring brought up to ADA code compliant.		$3,609			$3,609
Classroom 8- Remove and replace sloping concrete curb at front entrance (4'x2').	$98				$98
Classroom 8- Sinks needs to be bring brought up to ADA code compliant.	$3,273				$3,273
Classroom 9- Remove and replace sloping concrete curb at front entrance (4'x2').	$98				$98
Classroom 9- Sinks needs to be bring brought up to ADA code compliant.		$3,609			$3,609
New Future Perimeter Fencing (6') (Front)		$58,086			$58,086
New Future Perimeter Parking Lot Fencing (6') (Back)	$27,389				$27,389
Provide illuminated exit sign.	$12,960				$12,960
Provide new parking lot lighting throughout.			$10,125		$10,125
Renovate Restrooms including flooring, walls, ceiling, and bring up to ADA compliance. (5)			$210,938		$210,938
Replace fire alarm system.			$704,278		$704,278
Revise smoke detection in the class rooms.			$24,469		$24,469
Food Service	**$762**				**$762**
Provide illuminated exit sign.	$762				$762
New Portables/Classrooms				**$1,087,500**	**$1,087,500**
New Future Classrooms (4)				$1,087,500	$1,087,500
Poplar Avenue Elementary School	**$3,457,529**	**$1,801,125**	**$1,642,041**	**$1,199,770**	**$8,100,465**
Actual Completed Cost- Parking Lot	$1,156,989.62				$1,156,989.62
Actual Completed Cos- Modernazation	$3,462,063.82				$3,462,063.82
Civil	**$540,753**	**$208,459**	**$502,875**		**$1,252,087**
Classroom 19- Exterior Siding. To remove and replace existing wooden siding (40'x4'). (Former TLC)	$4,066				$4,066
Classroom 22- Exterior Siding. To remove and replace existing wooden siding (40'x4'). (Former TLC)	$4,066				$4,066
Classroom 22- Remove and replace existing leaking gutter (Exterior). (Former TLC)	$707				$707
Classroom 23- Exterior Siding. To remove and replace existing wooden siding (40'x4').b(Former TLC)	$4,066				$4,066
Concrete Pads for AC/Mechanical Units			$16,875		$16,875
Demolish Classroom 12, Food Service Office, and Storage and relocate food service office at front classroom		$27,777			$27,777
Demolish Classroom 4.	$10,991				$10,991
Demolish Portable (Classroom 26 & 27)	$21,982				$21,982
Demolition of existing classroom. (Former TLC)		$180,682			$180,682
Future Re-purpose of TLC Classrooms into Poplar (5)			$486,000		$486,000
Main parking, paving, traffic flow, for Poplar (Includes demolition of existing pavement).	$494,875				$494,875
Building Envelope	**$1,213,380**	**$298,540**	**$25,313**		**$1,537,233**
Install new coating on storage container			$25,313		$25,313
Replace the existing Shingle roof system	$38,119				$38,119

Campus / Score Category / Item Description	Priority 1 (1-3 Years) Total Cost	Priority 2 (4-7 Years) Total Cost	Priority 3 (8-15 Years) Total Cost	Priority 4 (16+ Years) Total Cost	Total Cost
Replace the existing Single Ply roof	$579,405				$579,405
Replace the existing standing seam metal roof		$168,740			$168,740
Replace/overlay the existing standing seam metal roof	$461,973				$461,973
Replace/overlay the existing standing seam metal roof. Class #19(Former Site of TLC)		$56,788			$56,788
Replace/overlay the existing standing seam metal roof. Class #21(Former Site of TLC)		$35,695			$35,695
Replace/overlay the existing standing seam metal roof. Class #22(Former Site of TLC)	$32,368				$32,368
Replace/overlay the existing standing seam metal roof. class #23 (Former Site of TLC)	$32,368				$32,368
Replace/overlay the existing standing seam metal roof. Class #24(Former Site of TLC)	$33,839				$33,839
Replace/overlay the existing standing seam metal roof. class #26(Former Site of TLC)		$37,318			$37,318
TK/K Replace/overlay the existing standing seam metal roof	$35,310				$35,310
Architecture	**$841,956**	**$49,935**	**$361,500**	**$403,040**	**$1,656,431**
Classroom 1- Remove and replace existing door, hardware and jambs.			$3,713		$3,713
Classroom 1- Remove and Replace Baseboards.			$844		$844
Classroom 1- Remove and Replace Counter top sink and backsplash (10'x4').			$4,219		$4,219
Classroom 1- Remove and replace sloping concrete curb at front entrance.		$3,245			$3,245
Classroom 1- Replace teaching surfaces at each classroom.			$1,283		$1,283
Classroom 10- Remove and replace existing door, hardware and jambs.			$3,713		$3,713
Classroom 10- Remove and replace vinyl tile flooring (36'x20 half the flooring is with new carpettile').			$14,993		$14,993
Classroom 10- Remove and Replace Baseboards.			$844		$844
Classroom 10- Remove and Replace Counter top sink and backsplash.			$4,219		$4,219
Classroom 10- Remove, provide and Resurface grip layer on ramp (4'x40')			$1,434		$1,434
Classroom 10- Replace teaching surfaces at each classroom.			$1,283		$1,283
Classroom 11- Remove and replace existing door, hardware and jambs.			$3,713		$3,713
Classroom 11- Remove and replace vinyl tile flooring (36'x20 half the flooring is with new carpettile').			$14,993		$14,993
Classroom 11- Remove and Replace Baseboards.			$844		$844
Classroom 11- Remove and Replace Counter top sink and backsplash.			$4,219		$4,219
Classroom 11- Remove, provide and Resurface grip layer on ramp (4'x40')			$1,434		$1,434
Classroom 11- Replace teaching surfaces at each classroom.			$1,283		$1,283
Classroom 12- Remove and replace existing door, hardware and jambs.			$3,713		$3,713
Classroom 12- Remove and replace vinyl tile flooring (36'x20 half the flooring is with new carpettile').			$14,993		$14,993
Classroom 12- Remove and Replace Baseboards.			$844		$844
Classroom 12- Remove and Replace Counter top sink and backsplash.			$4,219		$4,219

Campus / Score Category / Item Description	Priority 1 (1-3 Years) Total Cost	Priority 2 (4-7 Years) Total Cost	Priority 3 (8-15 Years) Total Cost	Priority 4 (16+ Years) Total Cost	Total Cost
Classroom 12- Remove, provide and Resurface grip layer on ramp (4'x40')			$1,434		$1,434
Classroom 12- Replace teaching surfaces at each classroom.			$1,283		$1,283
Classroom 13 Remove, provide and Resurface grip layer on ramp (4'x40')			$1,434		$1,434
Classroom 13- Remove and replace existing door, hardware and jambs.			$3,713		$3,713
Classroom 13- Remove and replace vinyl tile flooring (36'x20 half the flooring is with new carpettile').			$14,993		$14,993
Classroom 13- Remove and Replace Baseboards.			$844		$844
Classroom 13- Remove and Replace Counter top sink and backsplash.			$4,219		$4,219
Classroom 13- Replace teaching surfaces at each classroom.			$1,283		$1,283
Classroom 14- Remove and replace existing door, hardware and jambs.			$3,713		$3,713
Classroom 14- Remove and replace vinyl tile flooring (36'x20 half the flooring is with new carpettile').		$13,105			$13,105
Classroom 14- Remove and Replace Baseboards.			$844		$844
Classroom 14- Remove and Replace Counter top sink and backsplash.			$4,219		$4,219
Classroom 14- Remove, provide and Resurface grip layer on ramp (4'x40')			$1,434		$1,434
Classroom 14- Replace teaching surfaces at each classroom.			$1,283		$1,283
Classroom 15- Remove and replace existing door, hardware and jambs.			$3,713		$3,713
Classroom 15- Remove and replace vinyl tile flooring (36'x20 half the flooring is with new carpettile').			$14,993		$14,993
Classroom 15- Remove and Replace Baseboards.			$844		$844
Classroom 15- Remove and Replace Counter top sink and backsplash.			$4,219		$4,219
Classroom 15- Remove, provide and Resurface grip layer on ramp (4'x40')			$1,434		$1,434
Classroom 15- Replace teaching surfaces at each classroom.			$1,283		$1,283
Classroom 16- Remove and replace existing door, hardware and jambs.			$3,713		$3,713
Classroom 16- Remove and replace vinyl tile flooring (36'x20 half the flooring is with new carpettile').			$14,993		$14,993
Classroom 16- Remove and Replace Baseboards.			$844		$844
Classroom 16- Remove and Replace Counter top sink and backsplash.			$4,219		$4,219
Classroom 16- Remove, provide and Resurface grip layer on ramp (4'x40')			$1,434		$1,434
Classroom 16- Replace teaching surfaces at each classroom.			$1,283		$1,283
Classroom 19- Remove and replace vinyl tile flooring (36'x40'). (Former TLC)				$46,980	$46,980
Classroom 2- Remove and replace existing door, hardware and jambs.			$3,713		$3,713
Classroom 2- Remove and replace vinyl tile flooring (36'x40').			$29,986		$29,986
Classroom 2- Remove and Replace Baseboards.			$844		$844
Classroom 2- Remove and Replace Counter top sink and backsplash.			$4,219		$4,219
Classroom 2- Replace teaching surfaces at each classroom.			$1,283		$1,283

Campus / Score Category / Item Description	Priority 1 (1-3 Years) Total Cost	Priority 2 (4-7 Years) Total Cost	Priority 3 (8-15 Years) Total Cost	Priority 4 (16+ Years) Total Cost	Total Cost
Classroom 2- Sinks needs to be brought up to ADA code compliant.			$4,129		$4,129
Classroom 21- Remove, provide and replace acoustic ceiling tiles, hardware, and ceiling runners. (Former TLC)				$605	$605
Classroom 21- Remove, provide and replace existing carpet (36'x40'). (Former TLC)				$93,960	$93,960
Classroom 22- Remove, provide and replace ceiling acoustic tiles. (Former TLC)				$40	$40
Classroom 23- Remove, provide and replace ceiling acoustic tiles.(Former TLC)				$121	$121
Classroom 24- Remove and replace acoustic existing ceiling tiles (Former TLC).				$363	$363
Classroom 24- Remove and replace existing ceiling tiles in restroom (Former TLC).				$91	$91
Classroom 24- Remove and replace existing flooring (36'x40'). (Former TLC)				$46,980	$46,980
Classroom 24- Remove and replace existing vinyl flooring tiles in kitchen areas (20'x6'). (Former TLC)				$2,684	$2,684
Classroom 25- Remove and replace acoustic ceiling tiles. (Former TLC)				$242	$242
Classroom 4- Remove and replace existing door, hardware and jambs.			$3,713		$3,713
Classroom 4- Remove and replace vinyl tile flooring (36'x20' half the flooring is with new carpettile').		$13,105			$13,105
Classroom 4- Remove and Replace Baseboards.			$844		$844
Classroom 4- Remove and Replace Counter top sink and backsplash.		$3,688			$3,688
Classroom 4- Remove, provide and Resurface grip layer on ramp (4'x40')			$1,434		$1,434
Classroom 4- Replace teaching surfaces at each classroom.			$1,283		$1,283
Classroom 8- Remove and replace existing door, hardware and jambs.			$3,713		$3,713
Classroom 8- Remove and replace vinyl tile flooring (36'x40').			$29,986		$29,986
Classroom 8- Exterior Siding. To remove and replace existing wooden siding (40'x4').			$2,481		$2,481
Classroom 8- Remove and Replace Baseboards.			$29		$29
Classroom 8- Remove and Replace Counter top sink and backsplash.			$4,219		$4,219
Classroom 8- Replace teaching surfaces at each classroom.			$1,283		$1,283
Classroom 9- Remove and replace existing door, hardware and jambs.			$3,713		$3,713
Classroom 9- Remove and replace vinyl tile flooring (36'x20 half the flooring is with new carpettile').		$13,105			$13,105
Classroom 9- Remove and Replace Baseboards.			$844		$844
Classroom 9- Remove and Replace Counter top sink and backsplash.		$3,688			$3,688
Classroom 9- Remove, provide and Resurface grip layer on ramp (4'x40')			$1,434		$1,434
Classroom 9- Replace teaching surfaces at each classroom.			$1,283		$1,283
Classroom1- Remove and replace vinyl tile flooring (36'x40').			$29,986		$29,986
Modernization for Multi-Purpose/Cafeteria Bldg. (Flooring, walls, ceiling, painting, and other modernization)	$577,800				$577,800
Remove and Replace windows at classrooms 1-27 with double pane energy efficient windows.				$39,150	$39,150
Remove and replace windows to double paned windows in classrooms (Former TLC)				$8,700	$8,700

Campus / Score Category / Item Description	Priority 1 (1-3 Years) Total Cost	Priority 2 (4-7 Years) Total Cost	Priority 3 (8-15 Years) Total Cost	Priority 4 (16+ Years) Total Cost	Total Cost
Renovate Restrooms including flooring, walls, ceiling, and bring up to ADA compliance. (Former TLC)				$135,938	$135,938
Renovate Staff restroom: Tiles in flooring, walls, painting, bring up to ADA code	$50,156				$50,156
Replace casework at Rooms: 19, 21, 22, 23, 24, 25 (Former TLC)				$27,188	$27,188
Replace educational casework in all classrooms:1, 2, 4, 8, 9, 10, 11, 12, 13, 14, 15, 16			$50,625		$50,625
Repurpose/Renovate Admin Building	$214,000				$214,000
Mechanical			**$10,125**	**$3,263**	**$13,388**
Provide District standard thermostats.(Former TLC)				$3,263	$3,263
Replace boiler.			$10,125		$10,125
Electrical	**$67,698**	**$609,975**	**$368,508**	**$218,882**	**$1,265,063**
Provide covers on open electrical panels.	$502				$502
Provide exterior lighting controls.		$4,868			$4,868
Provide interior lighting controls.			$355,008		$355,008
Provide interior lighting controls.(Former TLC)				$73,270	$73,270
Provide parking lot lighting controls.	$321				$321
Provide parking lot lighting.	$20,063				$20,063
Raise service lateral to meet code required clearance.	$20,063				$20,063
Raise service laterals to modulars. (Former TLC)				$9,063	$9,063
Replace exterior lights with LED lighting.		$26,816			$26,816
Replace interior lights with LED lighting.		$578,292			$578,292
Replace interior lights with LED lighting.(Former TLC)				$136,549	$136,549
Replace panel board in the dining area.			$13,500		$13,500
Roof top cable runs.	$26,750				$26,750
Technology		**$149,067**		**$29,974**	**$179,041**
Provide master clock system.		$126,942			$126,942
Provide master clock system..(Former TLC)				$29,974	$29,974
Replace sound system.		$22,125			$22,125
Life Safety & Security	**$167,792**	**$485,149**	**$64,909**	**$196,611**	**$914,461**
New Portables/Classrooms	$385,200			$348,000	$733,200
New future classroom.(Former TLC)				$348,000	$348,000
New TK/K	$385,200				$385,200
New Restrooms	$240,750				$240,750
New future Restrooms (4)	$240,750				$240,750
New Shade/Outdoor Structure			$308,813		$308,813

Campus / Score Category / Item Description	Priority 1 (1-3 Years) Total Cost	Priority 2 (4-7 Years) Total Cost	Priority 3 (8-15 Years) Total Cost	Priority 4 (16+ Years) Total Cost	Total Cost
New K Play Area			$283,500		$283,500
New Shade Structure			$25,313		$25,313
Plumas Avenue Elementary School	**$133,750**	**$1,321,276**	**$353,131**	**$1,565,877**	**$3,374,033**
Actual Completed Cost- Cooler/ Freezer	$62,020.71				$62,020.71
Civil	**$33,438**		**$30,510**	**$31,958**	**$95,906**
Classroom 21- Exterior Siding. To remove and replace existing wooden siding (40'x4'). (Former TLC)				$5,510	$5,510
Concrete Pads for AC/Mechanical Units			$8,438		$8,438
Downspouts are thin gauge that dump onto walkways. Replace correct gauge for downspouts			$8,940		$8,940
Future Hardcourts				$26,448	$26,448
Main parking, paving, traffic flow, for Poplar (Includes demolition of existing pavement).	$33,438				$33,438
Repair Large Gate so that it is fully operational.			$2,278		$2,278
Replace and provide Tan Barks Kindergarten Play Area (40x25x0.33 = 330 Cu.Ft.)			$5,792		$5,792
Replace Fence Posts with correct size.			$5,063		$5,063
Building Envelope		**$578,259**		**$350,900**	**$929,159**
Replace the existing standing seam metal roof				$350,900	$350,900
Replace/overlay the existing standing seam metal roof		$578,259			$578,259
Architecture		**$123,111**	**$75,554**		**$198,665**
Baseboards at rooms 6, 7, 8 , 9 needs to be replaced.			$2,700		$2,700
Bottom of Plywood at exterior walls of all portable classrooms has dry-rotten. Needs to be replaced and protected.			$20,250		$20,250
Kitchen cooking area designed for serving only. Provide/Renovate Kitchen up to code to be able to also cook.			$9,113		$9,113
Leaking DS North Side of classrooms 10, 11, & 12.			$1,986		$1,986
Library has squeaky floor. Need to investigate and change flooring. Listed price if needs to be replaced		$27,140			$27,140
Mowstrip dropped on North side of 13, 14, 15.			$3,713		$3,713
Plywood at base at Room 6, 7, 8, 9 needs to be replaced.		$14,160			$14,160
Provide Air Ventilation in Kitchen/Kitchen Office.			$506		$506
Remove and replace white boards in classrooms 1-18			$11,543		$11,543
Remove and replace windows for Classrooms 1-15, with double paned glass windows.			$20,250		$20,250
Renovate restrooms including flooring, walls, ceiling and bring up to ADA compliance.		$73,750			$73,750
Replace existing acoustic ceiling tiles that have water stains in Room 10.		$212			$212
Replace existing acoustic ceiling tiles that have water stains in Room 11.		$212			$212
Replace existing acoustic ceiling tiles that have water stains in Room 7.		$212			$212
Replace existing acoustic ceiling tiles that have water stains in Room 8.		$49			$49
Replace existing acoustic ceiling tiles that have water stains in the administration building classrooms			$365		$365
Replace teaching surfaces at each classroom.(Former TLC)			$5,130		$5,130
Restroom near Room 12 need to replace FRP. FRP currently is popping at seams. Need to renovate and bring up to ADA compliant.		$7,375			$7,375

Campus / Score Category / Item Description	Priority 1 (1-3 Years) Total Cost	Priority 2 (4-7 Years) Total Cost	Priority 3 (8-15 Years) Total Cost	Priority 4 (16+ Years) Total Cost	Total Cost
Mechanical	**$100,313**				**$100,313**
New walk-in outdoor cooler/freezer.	$100,313				$100,313
Electrical		**$423,583**	**$247,067**		**$670,650**
Provide exterior lighting controls.		$3,245			$3,245
Provide interior lighting controls.			$247,067		$247,067
Replace exterior lights with LED lighting.		$17,877			$17,877
Replace interior lights with LED lighting.		$402,461			$402,461
Technology		**$196,323**			**$196,323**
Replace master clock system.		$88,345			$88,345
Replace Public Address system.		$107,977			$107,977
Life Safety & Security				**$3,081**	**$3,081**
Classroom 23- Remove, provide and Resurface grip layer on ramp (4'x40')(Former TLC)				$3,081	$3,081
New Portables/Classrooms				**$1,044,000**	**$1,044,000**
3 New Future Classrooms				$1,044,000	$1,044,000
New Shade/Outdoor Structure				**$135,938**	**$135,938**
New Outdoor Learning/ Shade Structure				$108,750	$108,750
New Shade Structure				$27,188	$27,188
TLC at CDS	**$2,767,003**	**$182,747**	**$251,838**	**$994,247**	**$4,195,836**
Actual Completed Cost- Pre School	$3,046,288.01				$3,046,288.01
Civil	**$187,250**	**$83,780**	**$4,050**	**$2,900**	**$277,980**
Concrete Pads for AC/Mechanical Units		$3,540	$4,050		$7,590
Provide improved playgrounds and fields with age appropriate play equipment at Play Area		$80,240			$80,240
Replace outdoor picnic table to weather resistant type.				$2,900	$2,900
Site Utilities	$187,250				$187,250
Building Envelope			**$172,631**	**$48,847**	**$221,478**
Replace the existing standing seam metal roof			$89,100	$48,847	$137,947
Standing Seam metal roof			$83,531		$83,531
Architecture	**$649,977**	**$80,004**			**$729,981**
Parking/Drop-off Area and Flow (100'x100') including demolition of existing pavement, and Fire Lane, Parking/Traffic Signages	$327,688				$327,688
Re-purpose Administration Building	$102,720				$102,720
Re-purpose Cafeteria	$192,600				$192,600
Remove and replace Exterior Wood Window Moldings.		$1,239			$1,239
Renovate Exterior Panels- Gaps in between connections and Painting.	$25,365				$25,365
Renovate Exterior Wooden Panels- Gaps in between connections and Painting.		$75,520			$75,520

Campus / Score Category / Item Description	Priority 1 (1-3 Years) Total Cost	Priority 2 (4-7 Years) Total Cost	Priority 3 (8-15 Years) Total Cost	Priority 4 (16+ Years) Total Cost	Total Cost
Replace exterior door.		$3,245			$3,245
Replace Exterior Window trim.	$1,605				$1,605
Electrical		**$18,520**	**$75,157**		**$93,678**
Provide interior lighting controls.			$33,645		$33,645
Replace interior lights with LED lighting.		$18,520	$41,513		$60,033
Life Safety & Security	**$67,307**	**$443**			**$67,750**
Bring up to ADA Code Under Sink Areas.	$22,738				$22,738
Class room exit lights.	$4,317				$4,317
Exterior fire alarm bell	$348				$348
Perimeter Fencing	$39,804				$39,804
Provide correct Handicap signage for Parking Lot Stall		$443			$443
Provide correct Handicap signage for Parking Lot Stall.	$100				$100
New Portables/Classrooms	**$1,694,880**			**$942,500**	**$2,637,380**
2 New Classrooms (36'x40') (Future)				$942,500	$942,500
4 New Classrooms (36'x40')	$1,540,800				$1,540,800
Computer Lab at existing classroom	$154,080				$154,080
New Restrooms	**$133,750**				**$133,750**
Additional 2 new restrooms	$133,750				$133,750
New Shade/Outdoor Structure	**$33,839**				**$33,839**
Construct a garden space or green house (No size specified, but standard size 20'x20')	$33,839				$33,839
Bus Shade Structure & RV Station					
Actual Completed Cost- Bus Barn	$92,400.00				$92,400
Maintance Building					
Actual Completed Cost- Maintanance Building	$2,341,546.18				$2,341,546
HVAC Replacement - District to Confrim					
Actual Completed Cost- HVAC	$602,543				$602,543
Grand (Total)	**$6,639,359**	**$9,341,534**	**$11,864,649**	**$9,380,275**	**$37,225,816**
Actual Completed Cost Total	$10,894,258				$10,894,258